

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

The English Curriculum links directly to:

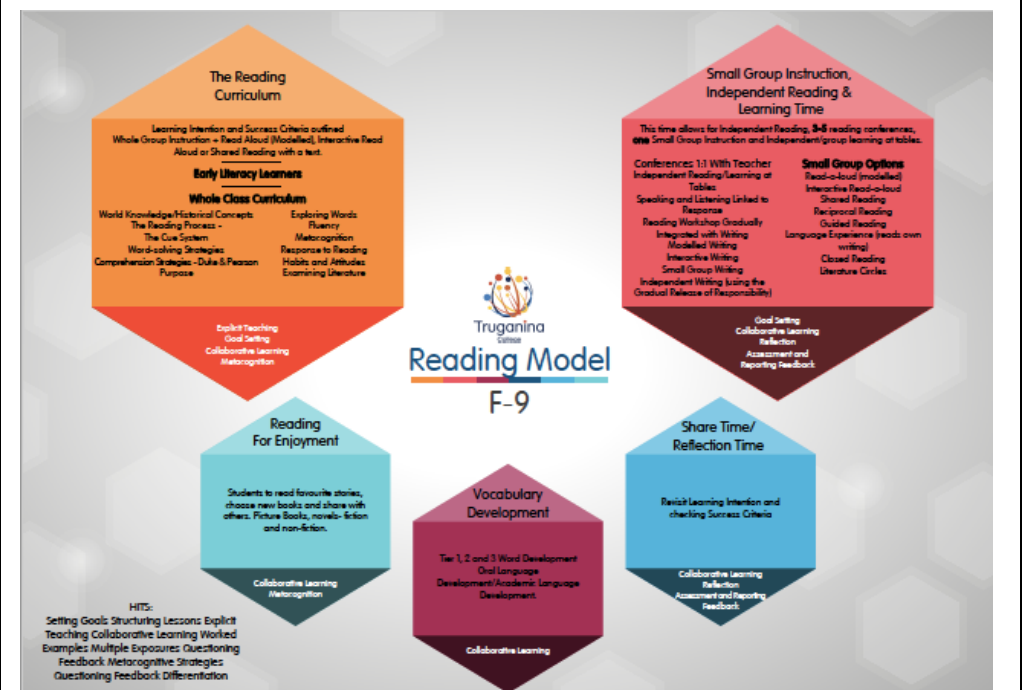
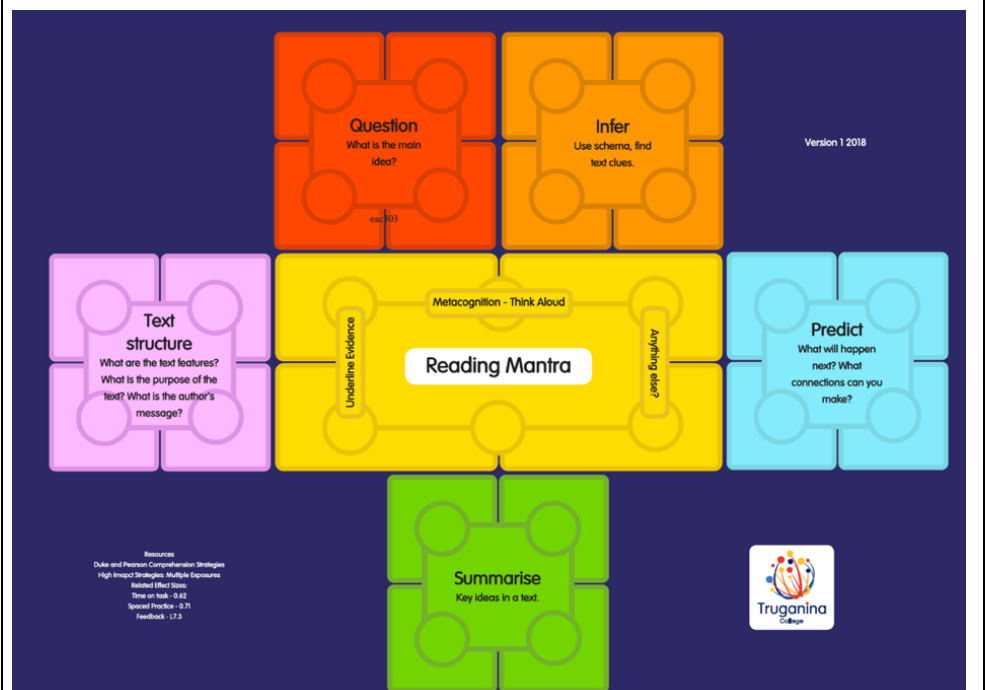
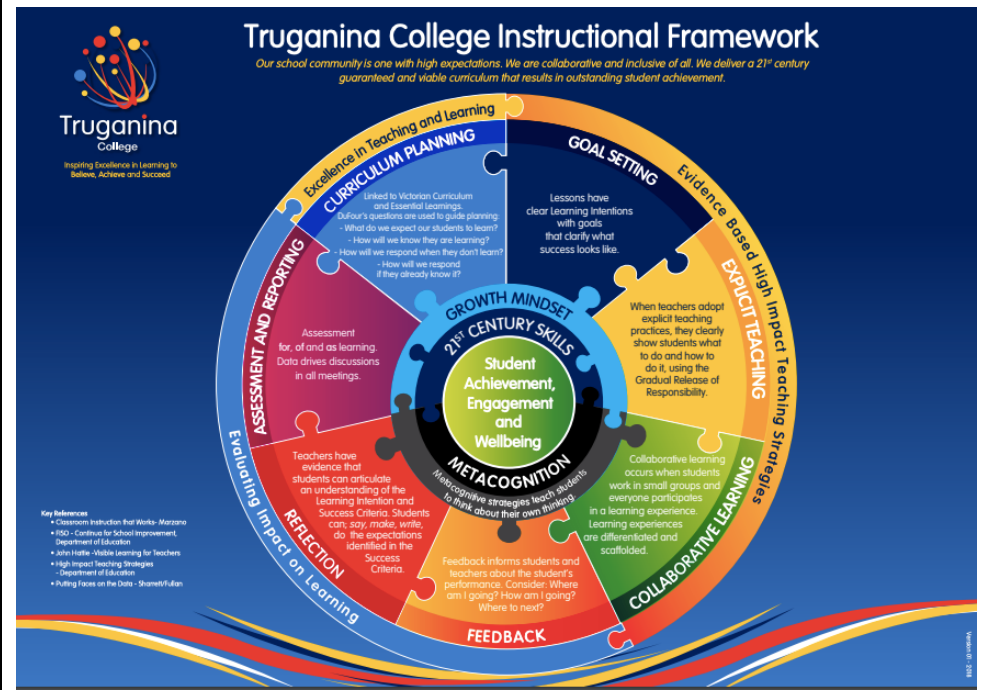
HIGH IMPACT TEACHING STRATEGIES (HITS)



Instructional Framework

Reading Mantra

Reading Model



Curriculum Planning - Refer to DuFour's question
Assessment & Reporting - Data drives discussion in all meetings

		Vocabulary	Reading	Writing	Speaking and Listening
RE-IGNITE - Components of the IGNITE Curriculum to be revisited					
Foundation	EAL Pathway A: Foundation to Year 2 – early immersion Duke and Pearson Comprehension Strategies Setting a Purpose, Predicting, Questioning, Monitoring Comprehension, Retelling and Summarising, Visualising, Inferring, Text Structure, Think-Aloud (Metacognition)	<p>VCELA146 Uppercase and Lowercase Letters and Sounds VCELA157 Spoken sounds and words can be written/High frequency words VCELA158 Onset and Rime to spell words VCELA168 Identify rhyming words, alliteration patterns, syllables & phonemes VCELA169 Blend and segment onset and rime</p> <p>Single Sounds: x w CVC Words Plural: 's' Final Consonant Graph: ll, all, ss, ff, ck, ng</p> <p>EAL Curriculum VCEAL024 Understand gender in common personal and possessive pronouns VCEAL025 Borrow key words from previous speaker VCEAL046 Recognise familiar words and phrases VCEAL049 Recognise some letters of the alphabet VCEAL050 Identify some sounds in words VCEAL051 Recognise some common letters and letter patterns in words VCEAL052 Recognise capital letters, spaces and full-stops</p>	<p>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4</p> <p>EAL Curriculum VCEAL053 Follow text with finger while reading VCEAL030 Read short, familiar texts VCEAL031 Understand aspects of simple, familiar texts VCEAL033 Show a personal response to a text</p> <p>Cultural & Plurilingual Strategies VCEAL035 Understand that texts are meaningful VCEAL037 Participate in shared reading activities VCEAL041 Recall or repeat familiar or favourite parts of a text using memory or home language resources</p>	<p>Text Innovation with Big Books Poems & Rhymes</p> <p>VCELY160 - Create short texts VCELY162 - Upper-and Lower-Case Letters VCELA156 - Capital Letters VCELA157 - High-frequency words VCELY161 - Shared Editing of students' own texts VCELT159 - Retell through drawing</p> <p>EAL Curriculum VCEAL055 Copy well-known symbols, words, phrases or short texts VCEAL056 Write simple sentences related to own experience or school context VCEAL058 Illustrate a simple text VCEAL078 Use appropriate letter size, spacing & letter formation</p> <p>Cultural & Plurilingual Strategies VCEAL061 Choose a topic to write or draw about VCEAL062 Contribute ideas, words or sentences to a class or group shared story VCEAL066 Clarify the meaning of a word in home language and ask for the word to be written so it can be copied</p>	<p>VCELY175 – Deliver short presentations VCELA168 – Rhyming words in spoken words</p> <p>EAL Curriculum VCEALC001 Demonstrate attentive listening behaviour VCEALC003 Negotiate simple social or learning activities VCEALC006 Follow simple instructions in familiar school routines by relying on key words and non-verbal communication and context VCEALC007 Participate in simple and familiar songs, rhymes and chants</p> <p>Cultural & Plurilingual Strategies VCEAL008 Understand when a response is required and attempt to respond using either known words or non-verbal language VCEAL010 Use acceptable social formulas and gestures to interact appropriately in context VCEAL012 Distinguish English from other languages</p>
Year 1		<p>VCELA181 Recognise short, common long vowels, consonant digraphs & blends VCELA182 Spell one and two syllable words with common letter patterns VCELA183 Letter can represent more than one sound/Syllable must contain a vowel sound VCELA191 Simple grammatical morphemes in word families VCELA184 Use visual memory to write high-frequency words VCELA203 Identify separate phonemes VCELA204 Manipulate phonemes to generate new words</p> <p>Initial Consonant Digraph: sh, ch, wh, th Long Vowel Sound: a_e, e_e, i_e, o_e, u_e, Split Digraphs Mixed Long Vowel Sound: ai, ay, ee, ea</p> <p>EAL Curriculum VCEAL024 Understand gender in common personal and possessive pronouns VCEAL130 Recognise all letters of the alphabet VCEAL131 Relate most letters of the alphabet to sounds VCEAL051 Recognise some common letters and letter patterns in words VCEAL076 Write some high-frequency words related to personal experience & school</p>	<p>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4</p> <p>Minimum Standards for Reading from the NAPLAN website</p> <ul style="list-style-type: none"> Find directly stated information Interpret ideas, including some expressed in complex sentences Infer the writer's feelings Identify the purpose of a text <p>EAL Curriculum VCEAL043 Understand and explore the basic features of different texts VCEAL113 Understand information in texts read and viewed in class VCEAL123 Identify and compare differences in text genres VCEAL135 Read familiar texts with some fluency</p> <p>Cultural & Plurilingual Strategies VCEAL038 Select books to look at/read independently VCEAL040 Use simple dictionaries and word charts VCEAL036 Identify purposes for reading, such as reading for enjoyment and reading for information</p>	<p>Text Innovation with Big Books Simple Persuasive – Express Opinions</p> <p>VCELT193 – Build on familiar texts using vocabulary VCELY194 - Text Structure VCELY195 - Reread to improve meaning, spelling and punctuation VCELA190 - Punctuation VCELY196- Learned Formation Patterns to write words</p> <p>EAL Curriculum VCEAL061 Choose a topic to write or draw about VCEAL062 Contribute ideas, words or sentences to a class or group shared story VCEAL071 Label drawings of everyday personal activities using language learnt in the classroom VCEALC139 Illustrate texts purposefully</p> <p>Cultural & Plurilingual Strategies VCEAL063 Reread own texts or sentences by another VCEAL145 Model writing on other texts VCEAL146 Use range of resources to find words/phrases for own writing</p>	<p>VCELT208 – Features of plot, character and setting in different literature VCELT205 – Discuss how authors create characters using language & images VCELT207 – Discuss characters and events in a range of literary texts & share personal responses, make connections with own experiences VCELY210 – Engage in conversations and discussions</p> <p>EAL Curriculum VCEAL016 Engage in simple, short dialogues & initiate short utterances using a range of formulas for different purposes & functions VCEAL017 Recognise simple questions and instructions through intonation and context VCEAL022 Express simple negation with varying accuracy VCEALC083 Demonstrate active listening and follow speech</p> <p>Cultural & Plurilingual Strategies VCEAL011 Use simple strategies to respond to conversation breakdown VCEAL090 Adjust speech to suit the audience and purpose</p>

<p>Year 2</p>	<p>EAL Pathway A: Foundation to Year 2 – early immersion</p>	<p>Duke and Pearson Comprehension Strategies Setting a Purpose, Predicting, Questioning, Monitoring Comprehension, Retelling and Summarising, Visualising, Inferring, Text Structure, Think-Aloud (Metacognition)</p> <p>VCELA217 Learn generalisations for adding suffixes VCELA218 Recognise letter-sound matches, understand sound VCELA226 Use digraphs, blends, silent letters and syllabification VCELA227 Use visual memory to write high-frequency words VCELA238 Manipulate complex sounds in spoken words VCELA239 Identify all Standard Australian English phonemes</p> <p>Vowel Grapheme: or, ore, saying /or/ ar, saying /r/ aw, au, saying /aw/ er, ir, ur, saying /er/ oi, oy, saying /oy/ oo, ue, ew, saying /oo/ air, are, saying /air/ c saying /s/ g saying /j/ dge saying /j/ ought aught saying /awt/</p> <p>EAL Curriculum VCEALL132 Use knowledge of letters and sounds to read a new word or locate key words VCEALL155 Use high-frequency words encountered in classroom activities VCEALL159 Spell with accuracy familiar words and words with common letter patterns VCEALL127 Use developing knowledge of English to predict some words or phrases VCEALL 128 Read familiar phrases and sentences with fluency</p>	<p>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4</p> <p>Minimum Standards for Reading from the NAPLAN website</p> <ul style="list-style-type: none"> • Find directly stated information • Interpret ideas, including some expressed in complex sentences • Infer the writer's feelings • Identify the purpose of a text <p>EAL Curriculum VCEALC114 Use knowledge of context, text structure and language to understand literal and inferred meanings VCEALL125 Understand and use a small range of metalanguage for elements of texts VCEALL128 Focus on both content and functional words to understand the main idea in a text VCEALL134 Sub-vocalise when reading silently</p> <p>Cultural & Plurilingual Strategies VCEALA118 Understand that texts can reflect a variety of ideas and perspectives VCEALA122 Relate something from a text to own experience</p>	<p>Informative Texts</p> <ul style="list-style-type: none"> • Procedural – Science Procedures • Information Reports <p>VCELY230 Understand text Structure & Language Features VCELY231 Understand Punctuation, Sentence Boundary, Text Structure & spelling VCELY232 Write words and sentences legibly VCELY233 Publish using a range of software</p> <p>EAL Curriculum VCEALL149 Use a variety of simple text structures VCEALC136 Write short, simple texts independently VCEALA142 Contribute to shared writing activities VCEALA143 Demonstrate understanding that handwritten texts usually need to be planned, edited and presented VCEALL157 Write legibly</p> <p>Cultural & Plurilingual Strategies VCEALA145 Model writing on other texts VCEALA141 Identify text type appropriate to the purpose VCEALA 147 Show interest in patterns of spelling</p>	<p>VCELT241 – Identify literary texts that entertain, and give reasons for personal preferences VCELT243 – Experiment with poems, chants, rhymes & songs VCELY244 – Listen for specific purposes and information VCELY245 – Rehearse and deliver short presentations</p> <p>EAL Curriculum</p> <p>VCEALL101 Construct a small range of sentence forms VCEALL103 Use a small range of common verb forms accurately VCEALL109 Repeat/modify a sentence/phrase, modelling rhythm, intonation & pronunciation on the speech of others VCEALA097 Identify a number of spoken text types and forms VCEALA098 Use common time and sequence markers to link ideas in speech</p> <p>Cultural & Plurilingual Strategies VCEALA091 Initiate and maintain simple conversations with others VCEALA095 Use sentence patterns from home language to communicate ideas</p>
<p>Year 3</p>	<p>EAL Pathway B: Year 3 to Year 6 – mid immersion</p>	<p>VCELA250 Homophones, High Frequency Words VCELA249 Letter Sound Relationships VCELA260 Apostrophes and Contractions VCELA261 Subject Verb Agreement VCELA262 Verbs and Tenses VCELA263 Letter Sound Relationships</p> <p>EAL Curriculum VCEALL255 Use a small range of basic verb forms accurately VCEALL310 Use simple sentences and phrases with correct subject-verb-object pattern VCEALL390 Write sentences with some common errors</p>	<p>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4</p> <p>Ensure students are familiar with questions requiring choosing multiple answers.</p> <p>EAL Curriculum VCEALC270 Participate in simple group activities on shared texts, with some support VCEALL280 Understand the purpose and basic organisational features of simple text types VCEALL290 Use a range of cues to support reading and viewing VCEALL293 Reread familiar texts to increase accuracy and fluency and to enhance understanding</p> <p>Cultural & Plurilingual Strategies VCEALA271 Understand that people read texts for a variety of purposes VCEALA278 Relate aspects of a narrative to own experience</p>	<p>Persuasive including writing a letter & in-class presentation [Persuasive Writing – Use the NAPLAN Assessment Guide when planning]</p> <p>VCELY266 – Plan, draft & publish persuasive texts VCELA259 – Understand paragraphs are key organisational features VCELY266 – Use text structures & features VCELY267 - Meaning, Structure, Grammar & Punctuation VCELY268 - Handwriting</p> <p>Include timed writing practice in preparation for NAPLAN.</p> <p>EAL Curriculum VCEALL307 Organise some subject matter and write according to the structure of the text type, using modelled forms and repetitive patterns VCEALL309 Sequence ideas simply, using short sentences or statements VCEALL317 Use simple layouts to present texts logically</p> <p>Cultural & Plurilingual Strategies VCEALA300 Create short, simple texts for particular purposes, with some support and modelling</p>	<p>VCELA271 – Social Conventions VCELA272 – Evaluative language VCELA273 – Extended and technical vocabulary</p> <p>EAL Curriculum VCEALC241 Interact and respond appropriately verbally and non-verbally in simple conversations with teacher or peers VCEALC244 Understand the language of classroom routines VCEALC245 Identify some key points of information in short spoken texts, with guidance VCEALL254 Use a range of learnt word patterns for appropriate purposes</p> <p>Cultural & Plurilingual Strategies VCEALA249 Use appropriate non-verbal communication to sustain interaction with others VCEALA251 Check understanding of classroom English with other home language speakers</p>

Year 4	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EAL Pathway B: Year 3 to Year 6 – mid immersion</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Duke and Pearson Comprehension Strategies</p>	<p>VCELA296 Homophones VCELA295 Spelling Patterns VCELA294 Phonic Generalisations VCELA295 Syllabification VCELA280 Adverbial Phrases VCELA281 Direct and Indirect Speech VCELA291 Quotation Marks – Direct Speech VCELA292 Noun Groups and Phrases</p> <p>EAL Curriculum VCEALL391 Use a range of verb forms correctly VCEALL335 Use some grammatical rules consistently</p>	<p>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4</p> <p>Ensure students are familiar with questions requiring choosing multiple answers.</p> <p>EAL Curriculum VCEALC270 Participate in simple group activities on shared texts, with some support VCEALC265 Use key words to understand the main idea in short texts VCEALL293 Reread familiar texts to increase accuracy and fluency and to enhance understanding VCEALL287 Build a vocabulary that draws on words of interest, topic words and sight words</p> <p>Cultural & Plurilingual Strategies VCEALA272 Identify basic purposes and likely audiences of different text types VCEALA276 Experiment with using a picture or simple English dictionary and/or a home language–English bilingual dictionary to find words</p>	<p>Informative Texts - Information Report Recount – Autobiographies</p> <p>VCELA292 Understand sentences can be enriched through nouns & verbs VCELT298 Create literary texts, exploring students’ experiences VCELY299 Plan, draft and write informative texts VCELY300 Reread and edit for meaning VCELY301 Handwriting VCELY302 Publish using a range of software</p> <p>Explore a variety of texts, including narrative texts in the Year 3 and 5 NAPLAN Reading booklets.</p> <p>EAL Curriculum VCEALC296 Write simple factual texts using print and computers or other digital devices for a variety of classroom purposes VCEALC297 Write ‘real world’ texts VCEALL310 Use simple sentences and phrases with correct subject–verb–object pattern</p> <p>Cultural & Plurilingual Strategies VCEALA303 Ask how to write certain home language words in English VCEALA301 Contribute to shared simple brainstorming of ideas and identify relevant vocabulary to be incorporated into the written work VCEALA304 Employ a range of strategies to understand new or unknown words</p>	<p>VCELA304 – Influence of social interactions VCELA305 – Difference between the language of opinion and feeling and the language of factual reporting or recording</p> <p>EAL Curriculum VCEALC240 Demonstrate active listening skills, attending to tone, intonation and body language VCEALC241 Interact and respond appropriately verbally and non-verbally in simple conversations with teacher or peers VCEALC325 Use a repertoire of common classroom and schoolyard language</p> <p>Cultural & Plurilingual Strategies VCEALA251 Check understanding of classroom English with other home language speakers VCEALA328 Respond appropriately in some contexts</p>
Year 5		<p>VCELT316 Figurative Speech VCELT317 Narrative Voice VCELA322 Possessives VCELA323 Clauses VCELA324 Noun Group and Adjective Phrases VCELA326 Irregular Plurals</p> <p>EAL Curriculum VCEALL288 Identify common syllables and patterns within words VCEALL393 Use a number of common conjunctions to link ideas to create compound and complex sentences</p>	<p>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4</p> <p>EAL Curriculum VCEALL281 Understand the sequence of key words, phrases or ideas in a familiar text VCEALL285 Use knowledge of base words to read new forms VCEALC268 Provide responses to texts VCEALC345 Read simple, unfamiliar informative, imaginative and persuasive texts, with support</p> <p>Cultural & Plurilingual Strategies VCEALA272 Identify basic purposes and likely audiences of different text types VCEALA273 Respond to familiar and new content in texts VCEALA357 Use a simple English dictionary or class word list to find words, and/or check home language–English bilingual dictionary for meanings</p> <p>Ensure students are familiar with questions requiring choosing multiple answers.</p>	<p>Persuasive Writing Explore a variety of persuasive texts including an article for the School Newsletter & in-class presentation</p> <p>Use the NAPLAN Assessment Guide when planning</p> <p>VCELA321 – Prominence of the beginning sentence VCELA323 – Main & Subordinate clauses VCELT327 – Create Literary Texts VCELY329 – Plan, draft & publish imaginative, informative & persuasive texts using text structures and language features VCELA325 – Use of Vocabulary VCELY330 – Reread and edit own and others’ work VCELY331 – Develop a handwriting style</p> <p>Include timed writing practice in preparation for NAPLAN.</p> <p>EAL Curriculum VCEALL307 Organise some subject matter and write according to the structure of the text type, using modelled forms and repetitive patterns VCEALC377 Write simple texts that present a point of view VCEALL315 Incorporate learnt vocabulary into writing VCEALL393 Use a number of common conjunctions to link ideas to create compound and complex sentences</p> <p>Cultural & Plurilingual Strategies VCEALA301 Contribute to shared simple brainstorming of ideas and identify relevant vocabulary to be incorporated into the written work VCEALA381 Plan, with support, the format of a text according to its communicative purpose VCEALA385 Use knowledge of written or spoken home language texts to form new English texts</p>	<p>VCELA335 – Take account of differing perspectives and points of view VCELT336 - Present a point of view about literary texts</p> <p>EAL Curriculum VCEALC243 Participate in extended conversations with reliance on other speakers to scaffold, interpret, clarify or elaborate VCEALL252 Construct short utterances that use common adjectives to describe or add emphasis VCEALL258 Attempt to self-correct VCEALL340 Respond to a short sequence of instructions in a familiar context</p> <p>Cultural & Plurilingual Strategies VCEALA331 Ask for the translation of specific words from other home language speakers VCEALA248 Speak or listen appropriately during class interactions VCEALA250 Distinguish spoken English from other languages and respond in English</p>

VCELT342 Modality
 VCELA349 Commas to separate clauses
 VCELA351 Expanding Adverbial Phrases
 VCELA352 Evaluative Language
 VCELA353 Phonic Knowledge
 VCELA354 Bank of Known Words

EAL Curriculum
 VCEALL398 Spell frequently used words with common patterns with increased accuracy
 VCEALL313 Use some conjunctions to connect ideas within a sentence

Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.

The Reading Essential Learnings must drive your goal-setting and explicit teaching.

Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4

Ensure students are familiar with questions requiring choosing multiple answers.

EAL Curriculum
 VCEALC345 Read simple, unfamiliar informative, imaginative and persuasive texts, with support
 VCEALC346 Identify the main idea in short texts using guide questions
 VCEALL361 Understand the purpose and organisational features of common text types
 VCEALL285 Use knowledge of base words to read new forms

Cultural & Plurilingual Strategies
 VCEALA273 Respond to familiar and new content in texts
 VCEALA354 Respond to cultural ideas in texts
 VCEALA356 Compare own experiences to those represented in texts

Informative Texts

- Explanation Text
- Recount – Biographical Recount

VCELA350 - Investigate complex sentence
 VCELA358 - Plan, draft and publish texts
 VCELY359 - Reread and edit own & other's work
 VCELY360 – Develop a handwriting style
 VCELY361 - Publish using a range of software

Explore a variety of texts, including narrative texts in the Year 5 and 7 NAPLAN Reading booklets.

EAL Curriculum
 VCEALC376 Write simple factual texts
 VCEALL388 Write simple paragraphs with a logical sequence of sentences
 VCEALL393 Use a number of common conjunctions to link ideas to create compound and complex sentences

Cultural & Plurilingual Strategies
 VCEALA380 Create a small range of texts based on modelling
 VCEALA381 Plan, with support, the format of a text according to its communicative purpose

VCELY367 – Participate in debates, plan and deliver presentations
 VCELA364 – Objective and Subjective Language and Bias

EAL Curriculum
 VCEALC243 Participate in extended conversations with reliance on other speakers to scaffold, interpret, clarify or elaborate
 VCEALC322 Initiate and maintain short, structured social interactions with increasing fluency
 VCEALL335 Use some grammatical rules consistently
 VCEALL343 Use clear pronunciation for common words and learnt key topic words

Cultural & Plurilingual Strategies
 VCEALA329 Participate appropriately in social and learning situations
 VCEALA332 Use home language resources to support understanding of classroom English

VCELA371 Abstract Nouns
 VCELA381 Complex Sentences
 VCELA382 Subordinate Clauses
 VCELA383 Modality
 VCELA384 Greek and Latin Word Roots

EAL Curriculum
 VCEALL559 Use simple cohesive devices to link spoken text
 VCEALL564 Use words from lexical sets related to communicative need, interest, experience or learning
 VCEALL583 Recognise words for everyday items and actions, and topic-specific vocabulary that has been taught
 VCEALL604 Use emerging language to create desired effects

Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.

The Reading Essential Learnings must drive your goal-setting and explicit teaching.

Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4

Ensure students are familiar with questions requiring choosing multiple answers.

EAL Curriculum
 VCEALC567 Attempt to read familiar and unfamiliar texts with fluency
 VCEALC570 Read with understanding a range of simple texts based on predictable language structures and vocabulary
 VCEALC571 Respond in a personal way to a short, familiar text
 VCEALL582 Understand simple descriptive language within sentences
 VCEALL585 Pronounce a range of words comprehensibly based on knowledge of vocabulary and letter-sound relationships
 VCEALL586 Understand simple punctuation when reading

Cultural & Plurilingual Strategies
 VCEALA574 Select suitable books to read
 VCEALA576 Refer to a simple bilingual dictionary or request help from peers or school staff who speak the same home language to find the meaning of unfamiliar words

Persuasive Writing including writing an article for the school website & a multimodal presentation

Use the NAPLAN Assessment Guide when planning

VCELY387 – Plan, draft & publish persuasive texts
 VCELA380 – Understand coherence of complex texts
 VCELT385 – Experiment with text structures & language features
 VCELA383 – Understand how modality is achieved
 VCELA381 – Understand use of punctuation to support meaning
 VCELY388 – Edit for meaning
 VCELY389 – Consolidate a handwriting style
 VCELY390 - Publish using a range of software

Explore a variety of texts, including narrative texts in the Year 5 and 7 NAPLAN Reading booklets.

Narrative – Refer to NAPLAN Assessment Guide when planning

Include timed writing practice in preparation for NAPLAN.

EAL Curriculum
 VCEALL597 Show some organisation of subject matter and attempt the structure of a specified text
 VCEALL598 Attempt paragraphs and topic sentences
 VCEALL605 Incorporate introduced subject-specific vocabulary into simple sentences
 VCEALL607 Use common punctuation with some consistency
 VCEALL608 Use basic digital technology functions

Cultural & Plurilingual Strategies
 VCEALA592 Use the features of simple text types appropriately
 VCEALA593 Participate in shared or modelled writing activities
 VCEALA594 Redraft text with support, incorporating corrections and suggestions
 VCEALA595 Refer to a bilingual dictionary, class lists or previous work to record and find or check words and their meanings

VCELA391 – Language evolves to reflect a changing world
 VCELA392 – Accents, styles of speech and idioms express and create personal and social identities

EAL Curriculum
 VCEALC548 Extract essential information from short, simple texts relevant to personal experience
 VCEALC550 Exchange information in oral interactions
 VCEALC562 Use a small range of common descriptive language
 VCEALL566 Repeat or re-pronounce words or phrases through self-correction, if not understood

Cultural & Plurilingual Strategies
 VCEALA554 Check understanding of classroom English by asking for clarification from other home language speakers
 VCEALA555 Use home language to formulate speech in English and communicate ideas
 VCEALA556 Transfer knowledge from home language to English learning

Year 8	Poetry – Ballads & Sonnets/ Media Study-Comparison of Text & Film	EAL Pathway C: Year 7 to Year 9 – late immersion Duke and Pearson Comprehension Strategies	<p>VCELA400 Complex Sentences VCELT408 Tone VCELT409 Literary Devices VCELA416 Nominalisation VCELA414 Punctuation for Cohesion VCELA415 Sophisticated Punctuation VCELA417 Spelling Nominalisation</p> <p>EAL Curriculum VCEALL628 Use familiar vocabulary to convey shades of meaning VCEALL648 Recognise common vocabulary and learnt topic-specific vocabulary from different curriculum areas VCEALL650 Understand the function of punctuation marks VCEALL671 Use a range of punctuation marks consistently and correctly</p>	<p>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4</p> <p>Ensure students are familiar with questions requiring choosing multiple answers.</p> <p>EAL Curriculum VCEALC632 Employ a repertoire of strategies to read familiar and simple factual and fictional texts VCEALC634 Locate specific information in fictional and factual texts using guide questions VCEALC636 Respond to creative texts, showing a developing understanding of key events, characters and issues VCEALL643 Interpret the way information is organised in texts VCEALL647 Read and understand sentences containing a small range of descriptive language</p> <p>Cultural & Plurilingual Strategies VCEALA638 Identify and discuss the purpose, audience and context of particular texts VCEALA639 Choose accessible yet challenging texts to read and enjoy VCEALA641 Check and/or confirm the meaning of unfamiliar words using a bilingual dictionary</p>	<p>Narrative Texts</p> <p>Explore a variety of texts, including narrative texts in the Year 7 and 9 NAPLAN Reading booklets.</p> <p>VCEY420 Create imaginative texts using deliberate language & text choices VCELY421 Experiment with text structures & language features VCELA419 Create literary texts using text structures & language features VCELT422 Experiment with text structures & language features</p> <p>EAL Curriculum VCEALC652 Present information in a variety of forms VCEALC655 Write some creative or personal texts, experimenting with known English VCEALL661 Organise information and write according to the structure of a specified text VCEALL662 Organise the content of a topic at paragraph level, with teacher guidance, to reflect given or new information VCEALL663 Link ideas using a range of basic cohesive devices</p> <p>Cultural & Plurilingual Strategies VCEALA656 Use appropriate forms of text for purpose and audience, with guidance VCEALA658 Revise text at the word, sentence or whole-text level, based on teacher or peer feedback VCEALA659 Access new words from bilingual dictionaries or word lists</p>	<p>VCELY426 Interpret meanings in spoken texts, use interaction skills to discuss evidence VCELY427 Plan, rehearse & deliver presentations VCELA423 Understand influence & impact that English has on other languages VCELT425 Share, reflect & clarify opinions & arguments</p> <p>EAL Curriculum VCEALC613 Extract specific information from spoken or visual texts, using guide questions from the teacher VCEALC615 Express simple opinions and describe feelings VCEALC616 Present a short, prepared formal talk on a researched topic, using notes and props VCEALL623 Use simple time and sequence markers to connect ideas in speech VCEALL627 Use simple descriptive phrases VCEALL630 Use pronunciation and some non-verbal features to support communication</p> <p>Cultural & Plurilingual Strategies VCEALA617 Interact effectively with some confidence with a range of interlocutors VCEALA619 Ask for the translation of specific words from other home language speakers VCEALA620 Use home language resources to support use of English</p>
Year 9	Historical Fiction	EAL Pathway C: Year 7 to Year 9 – late immersion Duke and Pearson Comprehension Strategies	<p>VCELA434 Creative Spelling VCELT440 Figures of Speech VCELA445 Experimenting with Punctuation VCELA446 Abstract Nouns</p> <p>EAL Curriculum VCEALL692 Comprehend familiar and specific curriculum area vocabulary in a spoken or digital text VCEALL712 Identify thematic groupings of words in a text VCEALL730 Use vocabulary to create nuance, mood and feeling VCEALL732 Employ a range of strategies to spell words with increasing accuracy</p>	<p>Use the Reading Essential Learnings to plan a differentiated Reading Curriculum.</p> <p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive>2020>Lead Literacy>Essential Learnings Version 4</p> <p>Ensure students are familiar with questions requiring choosing multiple answers.</p> <p>EAL Curriculum VCEALC696 Interpret and respond to accessible texts from across the curriculum VCEALC700 Respond to imaginative texts, showing an understanding of key events, characters and issues VCEALL707 Outline the role of specific features of a text VCEALL708 Identify the role of cohesive markers in a text VCEALA711 Read and understand sentences containing a broad range of descriptive language VCEALL709 Read texts with a range of sentence types</p> <p>Cultural & Plurilingual Strategies VCEALA703 Experiment with reading long, complex texts with support from the teacher VCEALA704 Respond to different cultural attitudes that are exemplified in stories VCEALA705 Refer to a bilingual dictionary to check and extend vocabulary</p>	<p>Persuasive Writing including issues involving Victoria, a TV Segment and a Formal Debate</p> <p>VCELT449 – Create persuasive texts that present a point of view VCELT448 – Create literary texts that innovate on aspects of other texts VCELA445 – Understand how punctuation is used VCELT450 – Review & edit own and other’s texts VCELY451 – Publish texts using a range of software</p> <p>Explore a variety of 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>Include timed writing practice in preparation for NAPLAN.</p> <p>EAL Curriculum VCEALC715 Write an argument or discussion VCEALL726 Use basic knowledge of grammatical features at the sentence level to argue, persuade, describe, classify, explain or instruct VCEALL728 Use verb forms appropriate to text type VCEALL729 Use a range of expressions to qualify opinions VCEALL733 Use punctuation marks to create effects in writing, such as pauses and emphasis VCEALL734 Create, edit and navigate simple digital texts</p> <p>Cultural & Plurilingual Strategies VCEALA718 Understand how the purpose and audience of a text can influence content and form VCEALA719 Plan and draft text with support from peers and teacher VCEALA720 Revise text and proofread for accuracy of expression VCEALA721 Use home language resources such as bilingual dictionaries to improve range and clarity of expression</p>	<p>VCELA453 – Roles and relationships are developed and challenged through language and interpersonal skills</p> <p>EAL Curriculum VCEALC674 Negotiate with peers and teachers in familiar informal and formal classroom situations VCEALC675 Participate in a range of school routines in mainstream classrooms VCEALC679 Use available English repertoire to discuss and justify a point of view on a familiar topic VCEALL686 Produce a range of coherent texts appropriate for audience and purpose VCEALL691 Use longer descriptive phrase VCEALL694 Use pronunciation and non-verbal features to support communication</p> <p>Cultural & Plurilingual Strategies VCEALA681 Adapt speech in common classroom interactions so it is appropriate to the particular context and audience VCEALA683 Explain the home language meaning of unfamiliar English words and phrases to home language peers VCEALA684 Clarify in home language to check understanding VCEALA685 Talk about cultural differences related to communication</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/school/teachers/teachingresources/practice/improve/Pages/hits.aspx>

- **English as an Additional Language (EAL)**

Please note that the pathways and levels do not correspond directly to the levels in the Victorian Curriculum.

Fuse: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=c4416a9f-b669-434d-b3fc-dee403637559>

For description of the EAL Curriculum: <https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims>

For description of the EAL Reporting tool: <https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/ealreport.aspx>

- **NAPLAN minimum standards**

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

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:

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

- **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: <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: <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx>

- **21st century learning**

Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn

Ways of Working: Communication & Collaboration

Ways of Living in the World: Local & Global Citizenship, Personal & Social Responsibility, Life & Career

Tools for Working: Information Literacy, Information & Communication Technology (ICT) Literacy