

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:

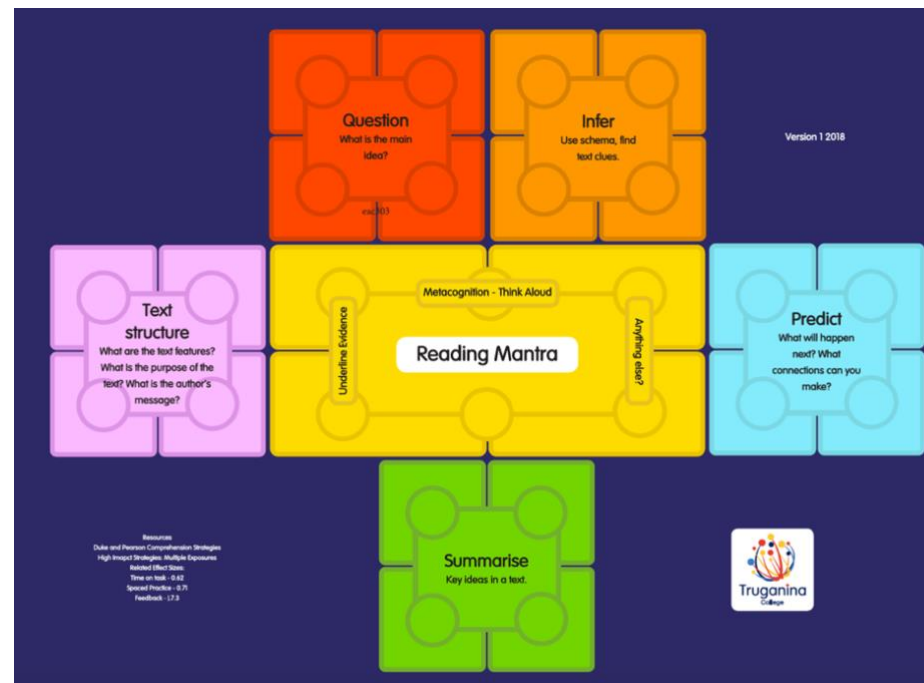
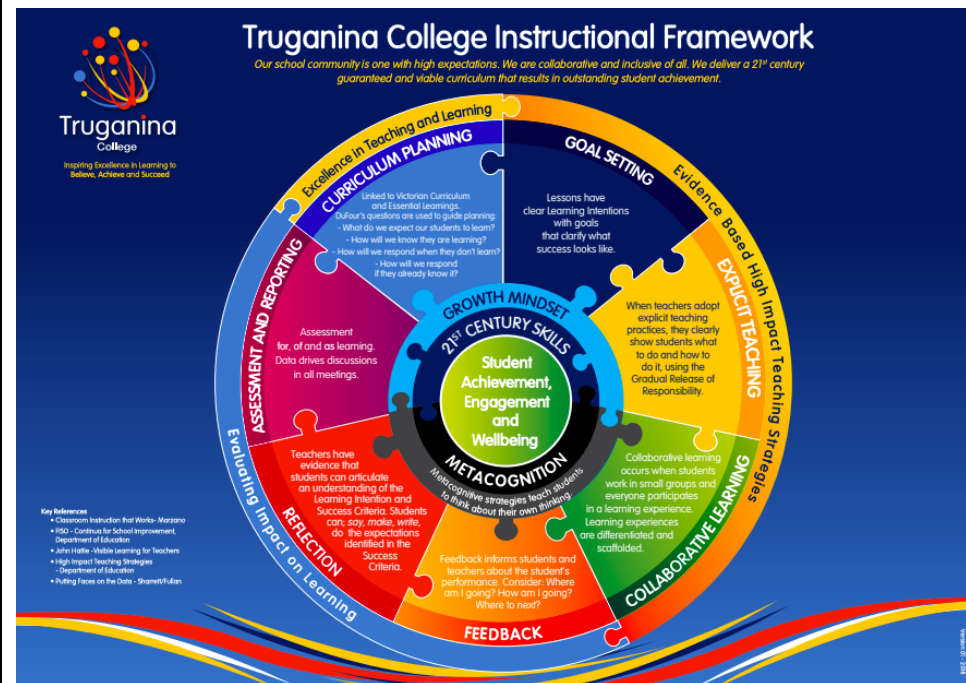
HIGH IMPACT TEACHING STRATEGIES (HITS)



The planning, teaching and learning of the English Curriculum link directly to the College's Strategic Plan goals:

- Goal 1: To improve student learning outcomes in literacy and numeracy.
- Goal 2: To empower students to become independent and self-regulating learners.
- Goal 3: To enhance the health and wellbeing of all students.

Instructional Framework      Reading Mantra      Reading Model



**Curriculum Planning - Refer to DuFour's questions**

- What do we need our students to learn?
- How will we know they are learning?
- What will we do if they have already learned it?
- What will we do if they have not learned?

**Assessment & Reporting - Data drives discussion in all meetings**

**21st century skills**

- 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

**Duke & Pearson Comprehension Strategies**

- [Literacy Toolkit](#)
- [EAL Curriculum](#)
- [EAL Reporting tool](#)
- [NAPLAN Minimum Standards Reading](#)
- [NAPLAN Minimum Standards Writing](#)
- [NAPLAN Narrative Assessment Guide](#)
- [NAPLAN Persuasive Assessment Guide](#)

	Vocabulary	Reading	Writing	Speaking and Listening
<b>RE-IGNITE-Components of the IGNITE Curriculum to be revisited</b>				
Foundation	<p><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 and phonemes  <b>VCELA169</b> Blend and segment onset and rime</p> <p>Consonant Blends: sm sn sp st sw spl scr spr str tr wr  CVC + e [Long Vowel Sound]: a_e, e_e, i_e, o_e, u_e</p> <p><b>EAL Curriculum</b>  <b>VCEAL027</b> Imitate pronunciation, stress and intonation patterns  <b>VCEAL050</b> Identify some sounds in words  <b>VCEAL077</b> Write new words with an initial letter or several letters</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;2021&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>EAL Curriculum</b>  <b>VCEAL042</b> Recognise and explore different types of texts  <b>VCEAL045</b> Rely on content words to understand the main idea in a text  <b>VCEAL048</b> Recognise some familiar words in context</p> <p><b>Cultural and Plurilingual Strategies</b>  <b>VCEAL038</b> Select books to look at or read independently  <b>VCEAL039</b> Distinguish English script from non-English script</p>	<p><b>Informative Texts</b>  <b>Procedural - Explore a variety of Procedural Texts</b>  <b>Transactional – Invitations</b></p> <p><b>VCELA155</b> Understand language in texts is unlike spoken language (Planning &amp; Drafting)  <b>VCELY162</b> Sounds represented by Upper-and Lower-Case Letters (Draft)  <b>VCELY160</b> Create short texts (Drafting)  <b>VCELA158</b> Use onset and rime to spell words (Drafting)  <b>VCELA156</b> Understand the use of punctuation &amp; capital letters (Editing)  <b>VCELY161</b> Shared editing of students' own texts (Editing)  <b>VCELY162</b> Understand sounds in English are represented by upper and lower-case letters (Publishing)  <b>VCELY163</b> Publish using a range of software (Publishing)</p> <p><b>EAL Curriculum</b>  <b>VCEALC057</b> Write a simple text that fulfils a function  <b>VCEAL070</b> Show evidence of layout or planning in writing  <b>VCEAL079</b> Experiment with some familiar punctuation</p> <p><b>Cultural and Plurilingual Strategies</b>  <b>VCEAL064</b> Handwrite, draw or choose materials with particular care when writing for special purposes  <b>VCEAL068</b> Understand some terminology of writing in English and/or home language</p>	<p><b>VCELA164</b> English one of the languages spoken in Australia  <b>VCELA165</b> Explain difference in language used at home and school  <b>VCELA166</b> Understand language to explore ways of expressing needs, likes &amp; dislikes  <b>VCELA167</b> Understand vocabulary in familiar contexts  <b>VCELA169</b> Blend &amp; segment onset &amp; rime in single syllable words</p> <p><b>EAL Curriculum</b>  <b>VCEAL020</b> Use a small range of grammatical patterns  <b>VCEAL026</b> Recognise and use words from lexical sets related to immediate communicative need, interest or experience  <b>VCEAL029</b> Recognise ways intonation is used to enhance meaning or distinguish statements from questions</p> <p><b>Cultural and Plurilingual Strategies</b>  <b>VCEAL012</b> Distinguish English from other languages</p>
Year 1	<p><b>VCELA183</b> Letters 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</p> <p>Vowel Grapheme: air are saying /air/ ou ow saying /ow/  Suffix: s es ing ed saying/id/ ed saying/t/ ed saying /d/  Essential Learning Phonics and Word knowledge.  Recognises and uses simple compound words (e.g. into, myself, itself, cannot, inside, maybe, nobody)  Understands that a letter can represent more than one sound.  Recognises consonant blends - two or more consonants are blended together, but each sound may be heard in the blend (e.g. tr).  Recognises common contractions (e.g. don't, I'm, I'll).  Identifies the tense a text is written in (past, present, future).</p> <p><b>EAL Curriculum</b>  <b>VCEAL077</b> Write new words with an initial letter or several letters  <b>VCEAL110</b> Identify and produce phonemes in blends or clusters at the beginning and end of syllables  <b>VCEAL132</b> Use knowledge of letters and sounds to read a new word or locate key 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;2021&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p>Please refer to <b>NAPLAN Minimum Standards Reading</b>. The minimum standards need to be considered for the planning, teaching and learning of the English Curriculum.</p> <p><b>EAL Curriculum</b>  <b>VCEAL042</b> Recognise and explore different types of texts  <b>VCEALC114</b> Use knowledge of context, text structure and language to understand literal and inferred meanings  <b>VCEAL126</b> Focus on both content and functional words to understand the main idea in a text  <b>VCEAL128</b> Read familiar phrases and sentences with fluency</p> <p><b>Cultural and Plurilingual Strategies</b>  <b>VCEAL118</b> Understand the texts can reflect a variety of ideas and perspectives</p>	<p><b>Informative Texts</b>  <b>Procedural - Explore a variety of Procedural Texts</b>  <b>Transactional – Letters and Emails</b></p> <p><b>VCELY194</b> Create short informative texts (Drafting)  <b>VCELY196</b> Formation patterns to represent sounds and write words (Drafting)  <b>VCELY195</b> Reread student's own texts and discuss possible changes to improve meaning (Editing)  <b>VCELY197</b> Publish using a range of software (Publishing)</p> <p><b>EAL Curriculum</b>  <b>VCEAL082</b> Use basic keyboard skills to write personally significant words and simple modelled sentences  <b>VCEAL149</b> Use a variety of simple text structures  <b>VCEAL150</b> Make a simple plan before writing</p> <p><b>Cultural and Plurilingual Strategies</b>  <b>VCEAL067</b> Use some home language words and words copied from various sources  <b>VCEAL143</b> Demonstrate understanding that handwritten texts usually need to be planned, edited and presented</p>	<p><b>VCELA198</b> Understand people use different systems of communication  <b>VCELA200</b> Understand different ways of asking for information  <b>VCELT206</b> Express preferences for texts &amp; authors &amp; listen to opinions of others  <b>VCELA199</b> Language is used with other means of communication  <b>VCELA201</b> Explore different ways of expressing emotions  <b>VCELA202</b> Vocabulary in everyday contexts</p> <p><b>EAL Curriculum</b>  <b>VCEAL015</b> Recognise familiar spoken texts  <b>VCEAL026</b> Recognise and use words from lexical sets related to immediate communicative need, interest or experience  <b>VCEAL028</b> Use intelligible pronunciation but with many pauses and hesitations</p> <p><b>Cultural and Plurilingual Strategies</b>  <b>VCEAL093</b> Use a small range of strategies to negotiate meaning in conversation  <b>VCEAL095</b> Use sentence patterns from home language to communicate ideas</p>
Year 2	<p><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 and 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</p> <p>Suffix: Changing 'y' to 'i' when adding vowel suffixes  Prefix: dis un con  Suffix: less ness ly ful tion sion ssion dian</p> <p><b>EAL Curriculum</b>  <b>VCEAL108</b> Use words learnt from a range of classroom and social contexts  <b>VCEAL131</b> Relate all letters of the alphabet to sounds  <b>VCEAL155</b> Use high frequency words encountered in classroom activities</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;2021&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p>Please refer to <b>NAPLAN Minimum Standards Reading</b>. The minimum standards need to be considered for the planning, teaching and learning of the English Curriculum.</p> <p><b>EAL Curriculum</b>  <b>VCEAL107</b> Identify key words and ideas from short, familiar spoken texts supported by context.  <b>VCEALC114</b> Use knowledge of context, text structure and language to understand literal and inferred meanings</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <b>VCEAL117</b> Understand that the purpose of a text is reflected in its form</p>	<p><b>Persuasive Texts</b>  <b>[Persuasive Writing – Use the NAPLAN Assessment Guide when planning]</b>  <b>Explore a variety of persuasive texts including writing a letter &amp; in-class presentation</b></p> <p><b>VCELA225</b> - Proper Nouns &amp; Commas (Planning &amp; Drafting)  <b>VCELY230</b> - Text Structure &amp; Language Features (Planning &amp; Drafting)  <b>VCELY231</b> – Punctuation, Sentence Boundary, Text Structure &amp; Spelling (Revising &amp; Editing)  <b>VCELY232</b> Write words and sentences legibly (Publishing)</p> <p><b>EAL Curriculum</b>  <b>VCEAL150</b> Make a simple plan before writing  <b>VCEAL152</b> Write sentences and phrases that reflect simple written like structures  <b>VCEAL153</b> Write common nouns and adjectives in the correct order in formulaic structures  <b>VCEAL154</b> Use a small range of basic verb forms accurately  <b>VCEAL157</b> Write legibly</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <b>VCEAL143</b> Demonstrate understanding that handwritten texts usually need to be planned, edited and presented</p>	<p><b>VCELA234</b> Understand spoken, visual and written forms of language  <b>VCELA235</b> Understand variation of Language  <b>VCELA237</b> Understand &amp; experiment with use of vocabulary  <b>VCELA238</b> Manipulate complex sounds in spoken words  <b>VCELA239</b> Identify Standard Australian English phonemes</p> <p><b>EAL Curriculum</b>  <b>VCEALC087</b> Understand key information in a short spoken or multimodal text  <b>VCEALC083</b> Demonstrate active listening and follow speech  <b>VCEALC084</b> Respond appropriately in a range of common social and classroom situations</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <b>VCEAL094</b> Transfer knowledge of spoken discourse patterns from home language to English, with some issues of cultural appropriateness</p>

Year 3	<p><a href="#">VCELA250</a> Homophones, High Frequency Words  <a href="#">VCELA249</a> Letter Sound Relationships  <a href="#">VCELA260</a> Apostrophes and Contractions  <a href="#">VCELA261</a> Subject Verb Agreement  <a href="#">VCELA262</a> Verbs and Tenses  <a href="#">VCELA263</a> Letter Sound Relationships</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL283</a> Read sentences that use basic subject, verb and object patterns, where content and vocabulary are familiar  <a href="#">VCEAL285</a> Use knowledge of base words to read new forms  <a href="#">VCEAL288</a> Identify common syllables and patterns within words</p>	<p>Use the Reading <a href="#">Essential Learnings</a> 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&gt;2021&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC264</a> Understand a range of simple texts based on predictable language structures and vocabulary  <a href="#">VCEALC268</a> Provide responses to texts  <a href="#">VCEAL287</a> Build a vocabulary that draws on words of interest, topic words and sight words  <a href="#">VCEAL291</a> Self-correct with guidance</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA273</a> Respond to familiar and new content in texts  <a href="#">VCEALA274</a> Select suitable books to read</p>	<p><b>Informative Texts</b>  Explore a variety of informative texts  <b>Recount – Personal Reflection</b></p> <p><a href="#">VCELA262</a> Verbs represent different purposes (Planning &amp; Drafting)  <a href="#">VCELA261</a> Understand that clause contains subject and a verb (Planning &amp; Drafting)  <a href="#">VCELY266</a> Plan draft and publish by selecting print and multimodal elements (Revising)  <a href="#">VCELY267</a> Meaning, Structure, Grammar &amp; Punctuation (Editing – Subject Verb Agreement, Verbs &amp; Tenses, Contractions &amp; Apostrophes)  <a href="#">VCELY268</a> Handwriting (Publishing)  <a href="#">VCELY269</a> Publish using a range of software (Publishing)</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL308</a> Attempt to write paragraphs and topic sentences  <a href="#">VCEAL319</a> Use basic punctuation, such as full stops and capital letters, appropriately  <a href="#">VCEAL320</a> Use basic software functions to present text  <a href="#">VCEAL390</a> Write sentences with some common errors</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA302</a> Rewrite after correction, discussion or prompting  <a href="#">VCEALA303</a> Ask how to write certain home language words in English</p>	<p><a href="#">VCELA271</a> Understand successful cooperation with others using social conventions  <a href="#">VCELA273</a> Learn extended &amp; technical vocabulary to express opinion  <a href="#">VCELY275</a> Listen &amp; contribute to conversations &amp; discussions to share information, ideas  <a href="#">VCELY276</a> Plan &amp; deliver short presentations</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC240</a> Demonstrate active listening skills, attending to tone, intonation and body language  <a href="#">VCEALC242</a> Ask for repetition or clarification to confirm understanding or elicit help  <a href="#">VCEAL260</a> Use learnt words in speech  <a href="#">VCEAL262</a> Use comprehensible pronunciation for a range of high-frequency words learnt in class</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA248</a> Use appropriate social formulas  <a href="#">VCEALA250</a> Distinguish spoken English from other languages and respond in English</p>
Year 4	<p><a href="#">VCELA296</a> Homophones  <a href="#">VCELA295</a> Spelling Patterns  <a href="#">VCELA294</a> Phonic Generalisations  <a href="#">VCELA295</a> Syllabification  <a href="#">VCELA280</a> Adverbial Phrases  <a href="#">VCELA281</a> Direct and Indirect Speech  <a href="#">VCELA291</a> Quotation Marks – Direct Speech  <a href="#">VCELA292</a> Noun Groups and Phrases</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL368</a> Apply knowledge of letter-sound relationships to read new words with some support  <a href="#">VCEAL394</a> Use a varied and appropriate vocabulary  <a href="#">VCEAL399</a> Experiment with complex punctuation</p>	<p>Use the Reading <a href="#">Essential Learnings</a> 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&gt;2021&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC267</a> Follow simple written instructions and questions with support  <a href="#">VCEALC346</a> Identify the main idea in short texts using guide questions  <a href="#">VCEALC360</a> Identify informative, imaginative and persuasive texts when reading texts or listening to texts read aloud  <a href="#">VCEAL373</a> Modify intonation when reading aloud, to differentiate questions, exclamations or dialogue</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA355</a> Select a range of books to read  <a href="#">VCEALA357</a> Use a simple English dictionary or class word list to find words, and/or check home language-English bilingual dictionary for meanings</p>	<p><b>Persuasive Texts</b>  <b>[Persuasive Writing – Use the NAPLAN Assessment Guide when planning]</b>  Explore a variety of persuasive texts including an article for the School Newsletter &amp; in-class presentation</p> <p><a href="#">VCELT298</a> – Create Literary Texts (Planning &amp; Drafting)  <a href="#">VCELY299</a> – Plan, draft and write imaginative, informative and persuasive texts (Planning &amp; Drafting)  <a href="#">VCELY300</a> - Reread and edit for meaning (Revising &amp; Editing)  <a href="#">VCELY301</a> – Handwriting (Publishing)</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC377</a> Write simple texts that present a point of view  <a href="#">VCEAL388</a> Write simple paragraphs with a logical sequence of sentences  <a href="#">VCEAL390</a> Write sentences with some common errors  <a href="#">VCEAL392</a> Use simple extended descriptive phrases</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA381</a> Plan, with support, the format of a text according to its communicative purpose  <a href="#">VCEALA384</a> Employ a range of strategies to understand and learn unknown words</p>	<p><a href="#">VCELA305</a> Understand differences between language of opinion and feeling  <a href="#">VCELY307</a> Interpret ideas &amp; information in spoken texts &amp; listen for key points</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC324</a> Comprehend social English in most familiar contexts, and use conversation partners to support understanding  <a href="#">VCEALC326</a> Identify key points of information in short spoken texts  <a href="#">VCEAL341</a> Use, in speech, vocabulary and structures learnt from spoken and written texts</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA329</a> Participate appropriately in social and learning situations  <a href="#">VCEALA331</a> Ask for the translation of specific words from other home language speakers</p>
Year 5	<p><a href="#">VCELA312</a> Banks of known words  <a href="#">VCELT316</a> Figurative Speech  <a href="#">VCELT317</a> Narrative Voice  <a href="#">VCELA322</a> Possessives  <a href="#">VCELA323</a> Clauses  <a href="#">VCELA324</a> Noun Group and Adjective Phrases  <a href="#">VCELA326</a> Irregular Plurals</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL333</a> Describe and identify people, places and things using simple vocabulary for color, size, place, location, time  <a href="#">VCEAL395</a> Use modelled vocabulary appropriately  <a href="#">VCEAL396</a> Select some descriptive vocabulary appropriate to context  <a href="#">VCEAL477</a> Spell most words accurately, drawing on a range of strategies but with some invented spelling still evident</p>	<p>Use the Reading <a href="#">Essential Learnings</a> 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&gt;2021&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC350</a> Make and substantiate inferences and predictions when reading or listening to a text read aloud  <a href="#">VCEAL362</a> Understand the relationships between events or ideas in a text  <a href="#">VCEAL364</a> Read texts that contain compound and complex sentences  <a href="#">VCEAL365</a> Use knowledge of simple tense and negation to interpret the meaning of written text  <a href="#">VCEAL366</a> Use knowledge of sentence structure to predict words or self-correct</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA433</a> Identify unfamiliar cultural references  <a href="#">VCEALA437</a> Engage with a diverse range of texts reflecting a variety of cultures and perspectives</p>	<p><b>Poetry - Explore a variety of Poetry Texts</b>  <b>Recount – Biographical Recount</b></p> <p><a href="#">VCELT327</a> Create Literary Texts  <a href="#">VCELT328</a> Create Literary Texts using realistic and fantasy settings  <a href="#">VCELY329</a> Plan, draft &amp; publish imaginative, informative and persuasive texts  <a href="#">VCELY330</a> Reread and edit own and others' work (Revising &amp; Editing)  <a href="#">VCELY331</a> Develop a handwriting style (Publishing)  <a href="#">VCELY332</a> Publish using a range of software (Publishing)</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL372</a> Develop a small range of skills to create and navigate a simple digital text, including multimodal and interactive texts  <a href="#">VCEAL397</a> Use appropriate layouts to separate ideas and incorporate visual features in texts  <a href="#">VCEAL473</a> Use some antonyms and synonyms  <a href="#">VCEAL475</a> Create mood and feeling through the selection of appropriate vocabulary and idiom</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA464</a> Draw on home language resources to communicate more complex ideas  <a href="#">VCEALA465</a> Follow a simple writing process, including planning, drafting and revision</p>	<p><a href="#">VCELA333</a> Understand pronunciation, spelling &amp; meanings of words  <a href="#">VCELY337</a> Clarify understanding of content in formal and informal situations</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC321</a> Demonstrate independence in extended conversations  <a href="#">VCEALC322</a> Initiate and maintain short, structured social interactions with increasing fluency  <a href="#">VCEAL334</a> Use specific time and sequence markers in speech  <a href="#">VCEAL339</a> Self-correct pronunciation and grammar</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA409</a> Initiate and manage interaction appropriately in social and learning situations  <a href="#">VCEALA412</a> Use home language resources to develop English</p>
	<p><a href="#">VCELT342</a> Modality</p>	<p>Use the Reading <a href="#">Essential Learnings</a> to plan a differentiated Reading Curriculum</p>	<p><b>Persuasive Texts</b>  <b>[Persuasive Writing – Use the NAPLAN Assessment Guide when planning]</b></p>	<p><a href="#">VCELA363</a> Understand strategies for interaction  <a href="#">VCELY366</a> Participate in &amp; contribute to discussions</p>

<p>Year 6</p>	<p><a href="#">VCELA349</a> Commas to separate clauses  <a href="#">VCELA351</a> Expanding Adverbial Phrases  <a href="#">VCELA352</a> Evaluative Language  <a href="#">VCELA353</a> Phonic Knowledge  <a href="#">VCELA354</a> Bank of Known Words</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALL416</a> Use basic and some complex verb forms accurately  <a href="#">VCEALL418</a> Understand how modal verbs express probability and possibility  <a href="#">VCEALL421</a> Employ a range of vocabulary to convey shades of meaning  <a href="#">VCEALL447</a> Apply knowledge of letter sound relationships to deduce the pronunciation of new words</p>	<p>The Reading Essential Learnings <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2021&gt;Lead Literacy&gt;Essential Learnings Version 5</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALL439</a> Identify and compare a range of different text types  <a href="#">VCEALL440</a> Interpret the purpose and organizational features of different text types  <a href="#">VCEALL441</a> Understand the cohesion of ideas and within paragraphs  <a href="#">VCEALL442</a> Understand and use the appropriate metalanguage to talk about the structures and features of a text  <a href="#">VCEALL444</a> Interpret the meaning of written text that uses a range of tense and negation</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA431</a> Understand the connection between text purpose and structure  <a href="#">VCEALA435</a> Compare and contrast aspects of a text in English with a comparable home language text</p>	<p><b>Explore a variety of persuasive texts including writing an article for the school website &amp; a multimodal presentation</b></p> <p><a href="#">VCELA351</a> – Ideas (Planning &amp; Drafting)  <a href="#">VCELA350</a> – Complex Sentences (Planning &amp; Drafting) (Revising)  <a href="#">VCELA352</a> – Vocabulary Choices (Planning &amp; Drafting) (Revising)  <a href="#">VCELA348</a> – Cohesive links by omitting and replacing words (Revising)  <a href="#">VCELA358</a> – Plan, draft and publish texts (Planning &amp; Drafting)  <a href="#">VCELY359</a> – Reread and edit (Editing)  <a href="#">VCELY360</a> – Handwriting (Publishing)</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC456</a> Write texts that present a point of view on topics discussed in class  <a href="#">VCEALA465</a> Follow a simple writing process, including planning, drafting and revision  <a href="#">VCEALL466</a> Use the text type appropriate to the task  <a href="#">VCEALL467</a> Organize texts in simple, logically ordered paragraphs with topic sentences  <a href="#">VCEALL469</a> Use a range of sentence structures appropriate to the text, with some errors</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA458</a> Present work appropriately for purpose and audience  <a href="#">VCEALA459</a> Use one experience and perspectives to elaborate and support a viewpoint  <a href="#">VCEALA462</a> Confer and cooperate in groups or pairs when planning, writing, or reviewing</p>	<p><a href="#">VCELY367</a> Participate in formal &amp; informal debates</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC405</a> Understand increasingly de-contextualized and more complex spoken language  <a href="#">VCEALC407</a> Rehearse or role play a spoken text, such as negotiating a problem or giving a short talk  <a href="#">VCEALC430</a> Contribute actively to group activities on shared texts  <a href="#">VCEALL450</a> Self correct a range of aspects of speech</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA409</a> Initiate and manage interaction appropriately in social and learning situations</p>
<p>Year 7</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">EAL Pathway C: Year 7 to Year 9 – late immersion</p>	<p><a href="#">VCELA371</a> Abstract Nouns  <a href="#">VCELA381</a> Complex Sentences  <a href="#">VCELA382</a> Subordinate Clauses  <a href="#">VCELA383</a> Modality  <a href="#">VCELA384</a> Greek and Latin Word Roots</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALL584</a> Use contextual cues to work out the literal meaning of unknown words in a simple text  <a href="#">VCEALL601</a> Use single clauses, or use simple coordinating and subordinating conjunctions to combine clauses  <a href="#">VCEALL625</a> Use a range of cohesive devices to link ideas</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;2021&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC634</a> Locate specific information in fictional and factual texts using guide questions  <a href="#">VCEALC637</a> Use basic features of a website appropriately  <a href="#">VCEALL642</a> Identify different forms of texts  <a href="#">VCEALL643</a> Interpret the way information is organized in texts  <a href="#">VCEALL646</a> Identify some basic language features of texts  <a href="#">VCEALL651</a> Self-correct pronunciation when reading aloud</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA575</a> Compare or contrast texts in English to texts in other languages  <a href="#">VCEALA639</a> Identify and discuss the purpose, audience and context of particular texts  <a href="#">VCEALA641</a> Check and/or confirm the meaning of unfamiliar words using a bilingual dictionary</p>	<p><b>Informative Texts - Explore a variety of Informative texts</b>  <b>Transactional – Digital Texts &amp; Emails/ Blogs</b>  <b>Recount - Autobiography</b></p> <p><a href="#">VCELA380</a> Understand coherence of complex texts (Drafting)  <a href="#">VCELA381</a> Understand the use of punctuation (Drafting &amp; Editing)  <a href="#">VCELA382</a> Recognise &amp; understand subordinate clauses embedded (Planning &amp; Drafting)  <a href="#">VCELT385</a> Experiment with text structures &amp; language features (Planning &amp; Drafting)  <a href="#">VCELY387</a> Plan, draft &amp; publish imaginative, informative &amp; persuasive texts  <a href="#">VCELY388</a> Edit for meaning (Editing)  <a href="#">VCELY389</a> Consolidate a personal handwriting style (Publishing)  <a href="#">VCELY390</a> Publish using a range of software (Publishing)</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALL606</a> Use grapho-phonetic knowledge to attempt to spell unknown words  <a href="#">VCEALC654</a> Write information texts for general school use, based on modelled language  <a href="#">VCEALC655</a> Write some creative or personal texts, experimenting with known English  <a href="#">VCEALL663</a> Link ideas using a range of basic cohesive devices  <a href="#">VCEALL671</a> Use a range of punctuation marks consistently and correctly  <a href="#">VCEALL672</a> Develop a small range of skills to create and navigate simple digital texts</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA657</a> Reflect on own writing through class discussion  <a href="#">VCEALA658</a> Revise text at the word, sentence or whole-text level, based on teacher or peer feedback  <a href="#">VCEALA659</a> Access new words from bilingual dictionaries or words</p>	<p><a href="#">VCELY395</a> Identify &amp; discuss main ideas, concepts &amp; points of view using interaction skills  <a href="#">VCELY396</a> Plan, rehearse &amp; deliver presentations</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC611</a> Participate in common school routines  <a href="#">VCEALC614</a> Interact with peers in routine pair or group work  <a href="#">VCEALC615</a> Express simple opinions and describe feelings  <a href="#">VCEALC616</a> Present a short, prepared formal talk on a researched topic, using notes and props</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA617</a> Interact effectively with some confidence with a range of interlocutors  <a href="#">VCEALA619</a> Ask for the translation of specific words from other home language speakers  <a href="#">VCEALA620</a> Use home language resources to support the use of English</p>

Year 8	<p><a href="#">VCELA400</a> Complex Sentences  <a href="#">VCELT408</a> Tone  <a href="#">VCELT409</a> Literary Devices  <a href="#">VCELA416</a> Nominalisation  <a href="#">VCELA414</a> Punctuation for Cohesion  <a href="#">VCELA415</a> Sophisticated Punctuation  <a href="#">VCELA417</a> Spelling Nominalisation</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALL712</a> Identify thematic groupings of words in a text  <a href="#">VCEALL727</a> Construct extended sentences using simple relative clauses and a range of common conjunctions  <a href="#">VCEALL730</a> Use vocabulary to create nuance, mood and feeling  <a href="#">VCEALL731</a> Use a growing range of simple vocabulary  <a href="#">VCEALL733</a> Use punctuation marks to create effects in writing, such as pauses and emphasis</p>	<p>Use the Reading <a href="#">Essential Learnings</a> to plan a differentiated Reading Curriculum</p> <p>The Reading Essential Learnings must drive your goal-setting and explicit teaching.</p> <p>Truganina College Share Drive&gt;2021&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC697</a> Extract information from a range of visual representations, including tables, graphs and diagrams  <a href="#">VCEALC698</a> Skim a text for general meaning and scan to find detailed information  <a href="#">VCEALC699</a> Read with understanding texts on familiar topics, with some visual support  <a href="#">VCEALL706</a> Compare the structures of different texts  <a href="#">VCEALL707</a> Outline the role of specific features of a text  <a href="#">VCEALL709</a> Read texts with a range of sentence types</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA702</a> Understand the relationship between text structures and social purposes of text types studied in class  <a href="#">VCEALA703</a> Experiment with reading long, complex texts with support from the teacher  <a href="#">VCEALA704</a> Respond to different cultural attitudes that are exemplified in stories</p>	<p>Persuasive Texts  [Persuasive Writing – Use the NAPLAN Assessment Guide when planning]  Explore a variety of persuasive texts including issues involving Victoria, a TV Segment and a Formal Debate</p> <p><b>NAPLAN Assessment Guide Focusing on:</b></p> <ul style="list-style-type: none"> <li>• <b>Paragraphing:</b> Paragraphs are ordered and cumulatively build argument across text.</li> <li>• <b>Ideas:</b> Generated, selected and crafted to be highly persuasive.</li> </ul> <p><a href="#">VCELY420</a> Creating Texts (Planning &amp; Drafting)  <a href="#">VCELY421</a> Text Structures (Planning &amp; Revising)  <a href="#">VCELA414</a> Cohesion (Planning &amp; Drafting)  <a href="#">VCELA415</a> Punctuation Drafting &amp; Editing  <a href="#">VCELA416</a> Nominalisation in Persuasive Texts  <a href="#">VCELA417</a> Spelling (Planning &amp; Revising)  <a href="#">VCELY422</a> (Publishing)</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC715</a> Write an argument or discussion  <a href="#">VCEALL724</a> Write cohesive texts for a range of purposes  <a href="#">VCEALL726</a> Use basic knowledge of grammatical features at the sentence level to argue, persuade, describe, classify, explain or instruct  <a href="#">VCEALL729</a> Use a range of expressions to qualify opinions  <a href="#">VCEALL732</a> Employ a range of strategies to spell words with increasing accuracy</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA718</a> Understand how the purpose and audience of a text can influence content and form  <a href="#">VCEALA719</a> Plan and draft text with support from peers and teacher  <a href="#">VCEALA720</a> Revise text and proofread for accuracy of expression</p>	<p><a href="#">VCELY426</a> Interpret meanings in spoken texts, use interaction skills to discuss evidence  <a href="#">VCELY427</a> Plan, rehearse &amp; deliver presentations</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC676</a> Interpret the main idea in texts, with some support  <a href="#">VCEALC678</a> Contribute to effective group work  <a href="#">VCEALC680</a> Prepare and deliver an oral presentation, after modelling and support  <a href="#">VCEAL686</a> Produce a range of coherent texts appropriate for audience and purpose  <a href="#">VCEALL692</a> Comprehend familiar and specific curriculum area vocabulary in a spoken or digital text</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA681</a> Adapt speech in common interactions so it is appropriate to the particular context and audience  <a href="#">VCEALA682</a> Develop non-verbal communication skills  <a href="#">VCEALA684</a> Clarify in home language to check understanding</p>
Year 9	<p><a href="#">VCELA434</a> Creative Spelling  <a href="#">VCELT440</a> Figures of Speech  <a href="#">VCELA445</a> Experimenting with Punctuation  <a href="#">VCELA446</a> Abstract Nouns</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALL774</a> Demonstrate a broad technical vocabulary across the curriculum areas  <a href="#">VCEALL775</a> Use contextual cues to interpret difficult words  <a href="#">VCEALL794</a> Spell words accurately using a range of strategies  <a href="#">VCEALL795</a> Use a wide range of punctuation marks to add impact to writing</p>	<p>Use the Reading <a href="#">Essential Learnings</a> to plan a differentiated Reading Curriculum</p> <p>The Reading Essential Learnings must drive your goal-setting and explicit teaching.</p> <p>Truganina College Share Drive&gt;2021&gt;Lead Literacy&gt;Essential Learnings Version 4</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC759</a> Extract and manipulate relevant information from a range of texts  <a href="#">VCEALC760</a> Summarise the nature and content of a text, including making evaluative comments  <a href="#">VCEALL768</a> Examine the role of the structures and features of mainstream texts in different curriculum areas  <a href="#">VCEALL769</a> Demonstrate awareness of the role of the structures and features in a range of texts  <a href="#">VCEALL773</a> Read and understand complex descriptive language</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA764</a> Analyse and interpret language choices and organisation of particular text types in relation to their purpose, audience and context  <a href="#">VCEALA765</a> Read a range of sustained, complex text</p>	<p>Informative - Explore a variety of Informative Text  Information Report – Global Issues  Transactional – Newspaper Reports, Interviews and Emails</p> <p><a href="#">VCELY449</a> Creating Texts (Planning &amp; Drafting)  <a href="#">VCELA446</a> Understand the use of abstract nouns to summarise (Planning &amp; Drafting)  <a href="#">VCELY450</a> Review &amp; edit student’s own and others’ texts (Revising &amp; Editing)  <a href="#">VCELY451</a> Publish using a range of software (Publishing)</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC778</a> Write extended factual texts conveying a variety of aspects of topics from across the curriculum  <a href="#">VCEALL785</a> Write a range of extended texts using the structures appropriate to the text types  <a href="#">VCEALL788</a> Demonstrate control of appropriate grammatical structures that develop the ways to analyse, argue, persuade, describe, classify or explain  <a href="#">VCEALL734</a> Create, edit and navigate simple digital texts</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA780</a> Understand how writing contexts, audience and purpose influence function and form  <a href="#">VCEALA781</a> Plan and draft text independently and through group activities  <a href="#">VCEALA782</a> Revise and refine writing in response to feedback from a teacher or peer</p>	<p><a href="#">VCELY456</a> Plan, rehearse &amp; deliver presentations</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC735</a> Participate in conversations with fluent speakers that involve changes of topic and register  <a href="#">VCEALC740</a> Contribute to and manage effective group work  <a href="#">VCEALC742</a> Prepare and deliver an extended talk that reflects a clear progression of ideas relevant to the audience and purpose  <a href="#">VCEALL749</a> Produce extended speech, using connectives and signal words  <a href="#">VCEALL757</a> Self-correct and improve aspects of pronunciation that impede communication</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEALA743</a> Shift between using formal and informal registers in response to purpose and context  <a href="#">VCEALA744</a> Apply non-verbal communication skills purposefully</p>

EAL Pathway C: Year 7 to Year 9 – late immersion