

The English Curriculum links directly to the High Impact Teaching Strategies (HITS)



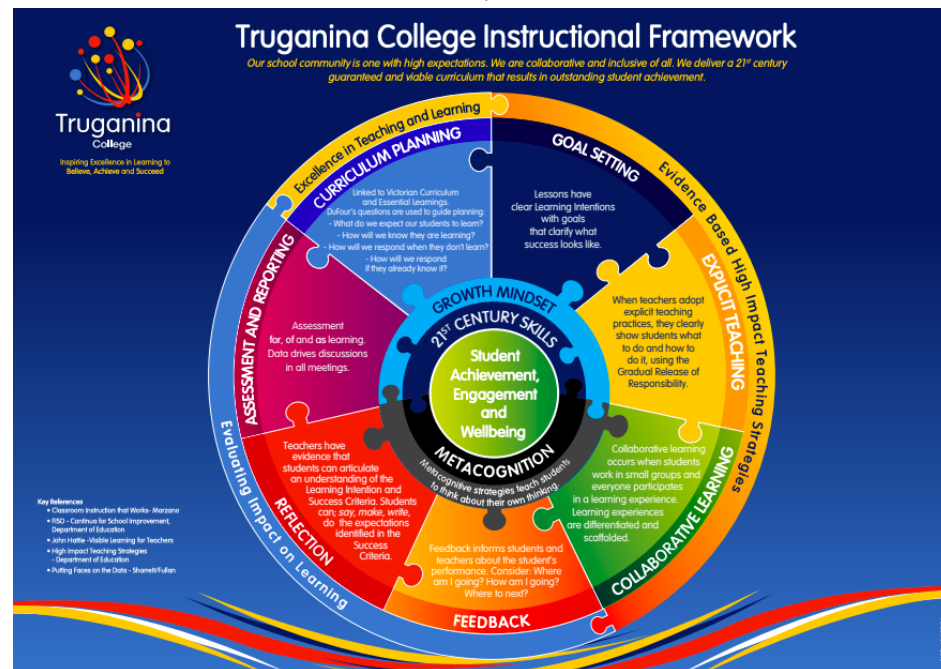
The planning, teaching and learning of the English Curriculum link directly to the College's Strategic Plan goals:

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



Curriculum Planning - Refer to DuFour's question

What do we need our students to learn?

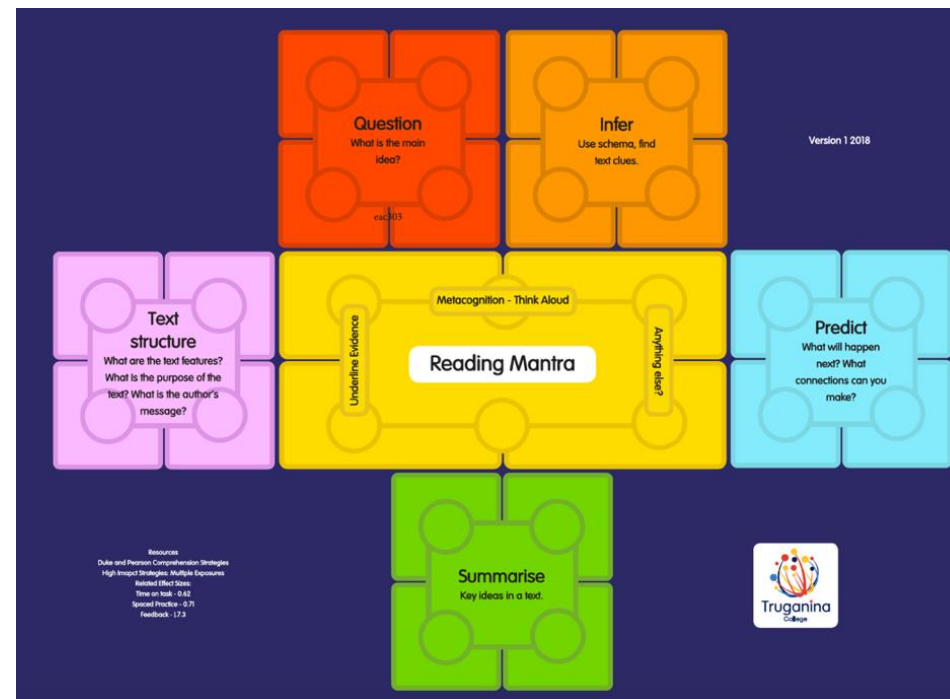
How will we know they are learning?

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

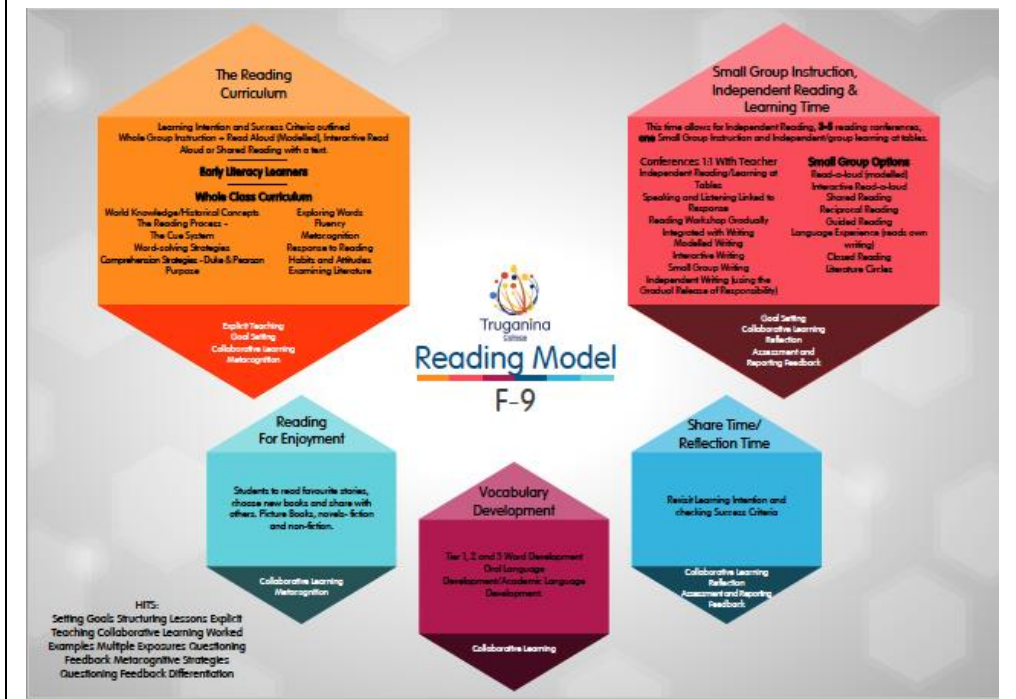
Reading Mantra



21<sup>st</sup> century skills

1. Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn
2. Ways of Working: Communication & Collaboration
3. Ways of Living in the World: Local & Global Citizenship, Personal & Social Responsibility, Life & Career
4. Tools for Working: Information Literacy, Information & Communication Technology (ICT) Literacy

Reading Model



Duke & Pearson Comprehension Strategies

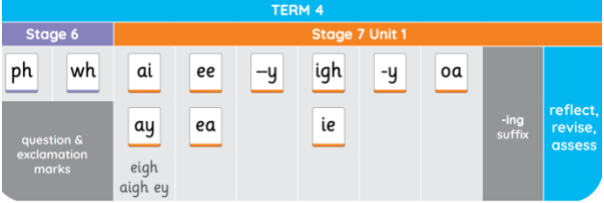
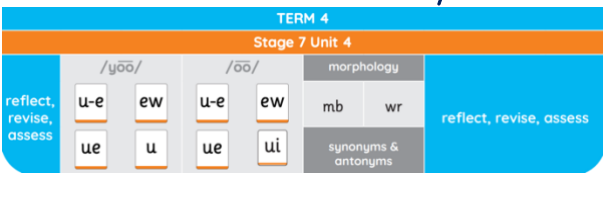
Literacy Toolkit

EAL Curriculum

EAL Reporting tool

NAPLAN Narrative Assessment Guide

NAPLAN Persuasive Assessment Guide

	Vocabulary	Reading	Writing	Speaking and Listening
RE-IGNITE-Components of the IGNITE Curriculum to be revisited				
EAL Pathway A: Foundation to Year 2 – early immersion	<p><b>Foundation</b></p> <p><a href="#">VCELA146</a> Uppercase and Lowercase Letters and Sounds  <a href="#">VCELA157</a> Spoken sounds and words can be written/High-frequency words  <a href="#">VCELA158</a> Onset and Rime to spell words  <a href="#">VCELA168</a> Identify rhyming words, alliteration patterns, syllables and phonemes  <a href="#">VCELA169</a> Blend and segment onset and rime</p> <p style="text-align: center;"><b>Little Learners Love Literacy</b></p>  <p><b>EAL Curriculum</b>  <a href="#">VCEAL027</a> Imitate pronunciation, stress and intonation patterns  <a href="#">VCEAL050</a> Identify some sounds in words  <a href="#">VCEAL077</a> Write new words with an initial letter or several letters</p>	<p>Use the <b>Reading Essential Learnings</b> 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;2024&gt;Lead Literacy&gt;Essential Learnings</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL042</a> Recognise and explore different types of texts  <a href="#">VCEAL045</a> Rely on content words to understand the main idea in a text  <a href="#">VCEAL048</a> Recognise some familiar words in context</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA038</a> Select books to look at or read independently  <a href="#">VCEALA039</a> Distinguish English script from non-English script</p>	<p><b>Informative Texts</b>  - Procedural - Create a variety of procedural Texts</p> <p><b>Transactional – Invitations</b></p> <p>The Writing <b>Essential Learnings</b> <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</p> <p><a href="#">VCELA155</a> Understanding language in texts is unlike spoken language (Planning &amp; Drafting)  <a href="#">VCELY162</a> Sounds represented by Upper-and Lower-Case Letters (Draft)  <a href="#">VCELY160</a> Create short texts (Drafting)  <a href="#">VCELA158</a> Use onset and rime to spell words (Drafting)  <a href="#">VCELA156</a> Understand the use of punctuation &amp; capital letters (Editing)  <a href="#">VCELY161</a> Shared editing of students’ own texts (Editing)  <a href="#">VCELY162</a> Understand sounds in English are represented by upper and lower-case letters (Publishing)  <a href="#">VCELY163</a> Publish using a range of software (Publishing)</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC057</a> Write a simple text that fulfils a function  <a href="#">VCEAL070</a> Show evidence of layout or planning in writing  <a href="#">VCEAL079</a> Experiment with some familiar punctuation</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA064</a> Handwrite, draw or choose materials with particular care when writing for special purposes  <a href="#">VCEALA068</a> Understand some terminology of writing in English and/or home language</p>	<p><a href="#">VCELA164</a> English one of the languages spoken in Australia  <a href="#">VCELA165</a> Explain difference in language used at home and school  <a href="#">VCELA166</a> Understand language to explore ways of expressing needs, likes &amp; dislikes  <a href="#">VCELA167</a> Understand vocabulary in familiar contexts  <a href="#">VCELA169</a> Blend &amp; segment onset &amp; rime in single syllable words</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL020</a> Use a small range of grammatical patterns  <a href="#">VCEAL026</a> Recognise and use words from lexical sets related to immediate communicative need, interest or experience  <a href="#">VCEAL029</a> Recognise ways intonation is used to enhance meaning or distinguish statements from questions</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA012</a> Distinguish English from other languages</p>
	<p><b>Year 1</b></p> <p><a href="#">VCELA183</a> Letters can represent more than one sound/Syllable must contain a vowel sound  <a href="#">VCELA191</a> Simple grammatical morphemes in word families  <a href="#">VCELA184</a> Use visual memory to write high-frequency words  <a href="#">VCELA203</a> Identify separate phonemes  <a href="#">VCELA204</a> Manipulate phonemes to generate new words</p> <p style="text-align: center;"><b>Little Learners Love Literacy</b></p>  <p><b>EAL Curriculum</b>  <a href="#">VCEAL077</a> Write new words with an initial letter or several letters  <a href="#">VCEAL110</a> Identify and produce phonemes in blends or clusters at the beginning and end of syllables  <a href="#">VCEAL132</a> Use knowledge of letters and sounds to read a new word or locate key words</p>	<p>Use the <b>Reading Essential Learnings</b> 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;2024&gt;Lead Literacy&gt;Essential Learnings</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL042</a> Recognise and explore different types of texts  <a href="#">VCEALC114</a> Use knowledge of context, text structure and language to understand literal and inferred meanings  <a href="#">VCEAL126</a> Focus on both content and functional words to understand the main idea in a text  <a href="#">VCEAL128</a> Read familiar phrases and sentences with fluency</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA118</a> Understand the texts can reflect a variety of ideas and perspectives</p>	<p><b>Informative Texts</b>  Procedural - Create a variety of procedural texts  <b>Transactional – Letters and Emails</b></p> <p>The Writing <b>Essential Learnings</b> <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</p> <p><a href="#">VCELY194</a> Create short informative texts (Drafting)  <a href="#">VCELY196</a> Formation patterns to represent sounds and write words (Drafting)  <a href="#">VCELY195</a> Reread student’s own texts and discuss possible changes to improve meaning (Editing)  <a href="#">VCELY197</a> Publish using a range of software (Publishing)</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL082</a> Use basic keyboard skills to write personally significant words and simple modelled sentences  <a href="#">VCEAL149</a> Use a variety of simple text structures  <a href="#">VCEAL150</a> Make a simple plan before writing</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA067</a> Use some home language words and words copied from various sources  <a href="#">VCEALA143</a> Demonstrate understanding that handwritten texts usually need to be planned, edited and presented</p>	<p><a href="#">VCELA198</a> Understand people use different systems of communication  <a href="#">VCELA200</a> Understand different ways of asking for information  <a href="#">VCELT206</a> Express preferences for texts &amp; authors &amp; listen to opinions of others  <a href="#">VCELA199</a> Language is used with other means of communication  <a href="#">VCELA201</a> Explore different ways of expressing emotions  <a href="#">VCELA202</a> Vocabulary in everyday contexts</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL015</a> Recognise familiar spoken texts  <a href="#">VCEAL026</a> Recognise and use words from lexical sets related to immediate communicative need, interest or experience  <a href="#">VCEAL028</a> Use intelligible pronunciation but with many pauses and hesitations</p> <p><b>Cultural and Plurilingual Strategies</b>  <a href="#">VCEALA093</a> Use a small range of strategies to negotiate meaning in conversation  <a href="#">VCEALA095</a> Use sentence patterns from home language to communicate ideas</p>
	<p><b>Year 2</b></p> <p><a href="#">VCELA217</a> Learn generalisations for adding suffixes  Suffix: Changing ‘y’ to ‘i’ when adding vowel suffixes  Prefix: dis un con  Suffix: less ness ly ful tion sion ssion cian</p> <p><a href="#">VCELA218</a> Recognise letter-sound matches, understand sound  <a href="#">VCELA226</a> Use digraphs, blends, silent letters and syllabification  <a href="#">VCELA227</a> Use visual memory to write high-frequency words  <a href="#">VCELA238</a> Manipulate complex sounds in spoken words  <a href="#">VCELA239</a> Identify all Standard Australian English phonemes</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL108</a> Use words learnt from a range of classroom and social contexts</p>	<p>Use the <b>Reading Essential Learnings</b> 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;2024&gt;Lead Literacy&gt;Essential Learnings</p> <p><b>EAL Curriculum</b>  <a href="#">VCEAL107</a> Identify key words and ideas from short, familiar spoken texts supported by context.  <a href="#">VCEALC114</a> Use knowledge of context, text structure and language to understand literal and inferred meanings</p>	<p><b>Persuasive Texts</b>  -Create a variety of persuasive texts  -Persuasive essays (opinion words, high modality words, emotive words)</p> <p><b>[Persuasive Writing – Use the NAPLAN Assessment Guide when planning]</b></p> <p>The Writing <b>Essential Learnings</b> <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</p> <p><a href="#">VCELA225</a> - Proper Nouns &amp; Commas (Planning &amp; Drafting)  <a href="#">VCELY230</a> - Text Structure &amp; Language Features (Planning &amp; Drafting)  <a href="#">VCELY231</a> – Punctuation, Sentence Boundary, Text Structure &amp; Spelling (Revising &amp; Editing)  <a href="#">VCELY232</a> Write words and sentences legibly (Publishing)</p>	<p><a href="#">VCELA234</a> Understand spoken, visual and written forms of language  <a href="#">VCELA235</a> Understand variation of Language  <a href="#">VCELA237</a> Understand &amp; experiment with use of vocabulary  <a href="#">VCELA238</a> Manipulate complex sounds in spoken words  <a href="#">VCELA239</a> Identify Standard Australian English phonemes</p> <p><b>EAL Curriculum</b>  <a href="#">VCEALC087</a> Understand key information in a short spoken or multimodal text  <a href="#">VCEALC083</a> Demonstrate active listening and follow speech  <a href="#">VCEALC084</a> Respond appropriately in a range of common social and classroom situations</p> <p><b>Cultural &amp; Plurilingual Strategies</b></p>



	<p><a href="#">VCEAL131</a> Relate all letters of the alphabet to sounds  <a href="#">VCEAL155</a> Use high frequency words encountered in classroom activities</p>	<p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEAL117</a> Understand that the purpose of a text is reflected in its form</p>	<p><b>EAL Curriculum</b>  <a href="#">VCEAL150</a> Make a simple plan before writing  <a href="#">VCEAL152</a> Write sentences and phrases that reflect simple written like structures  <a href="#">VCEAL153</a> Write common nouns and adjectives in the correct order in formulaic structures  <a href="#">VCEAL154</a> Use a small range of basic verb forms accurately  <a href="#">VCEAL157</a> Write legibly</p> <p><b>Cultural &amp; Plurilingual Strategies</b>  <a href="#">VCEAL143</a> Demonstrate understanding that handwritten texts usually need to be planned, edited and presented</p>	<p><a href="#">VCEAL094</a> 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><b>Use the Reading <a href="#">Essential Learnings</a> to plan a differentiated Reading Curriculum</b></p> <p>The Reading <a href="#">Essential Learnings</a> <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</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="#">VCEAL273</a> Respond to familiar and new content in texts  <a href="#">VCEAL274</a> Select suitable books to read</p>	<p><b>Persuasive texts</b>  - <b>Including writing a letter &amp; in class presentation</b></p> <p>The Writing <a href="#">Essential Learnings</a> <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</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="#">VCEAL302</a> Rewrite after correction, discussion or prompting  <a href="#">VCEAL303</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="#">VCEAL248</a> Use appropriate social formulas  <a href="#">VCEAL250</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><b>Use the Reading <a href="#">Essential Learnings</a> to plan a differentiated Reading Curriculum</b></p> <p>The Reading <a href="#">Essential Learnings</a> <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</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="#">VCEAL355</a> Select a range of books to read  <a href="#">VCEAL357</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>Create a variety of persuasive texts including in-class presentations</b></p> <p><b>Persuasive Writing – Use the NAPLAN Assessment Guide when planning</b></p> <p>The Writing <a href="#">Essential Learnings</a> <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</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="#">VCEAL381</a> Plan, with support, the format of a text according to its communicative purpose  <a href="#">VCEAL384</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="#">VCEAL329</a> Participate appropriately in social and learning situations  <a href="#">VCEAL331</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</p>	<p><b>Use the Reading <a href="#">Essential Learnings</a> to plan a differentiated Reading Curriculum</b></p> <p>The Reading <a href="#">Essential Learnings</a> <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</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</p>	<p><b>Persuasive texts</b>  - <b>Create a variety of persuasive texts including debates, speeches, posters, advertisements, commercials.</b></p> <p>The Writing <a href="#">Essential Learnings</a> <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</p> <p><a href="#">VCELT327</a> Create Literary Texts  <a href="#">VCELT328</a> Create Literary Texts using realistic and fantasy settings</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>

EAL Pathway B: Year 3 to Year 6 – mid immersion

simple vocabulary for color, size, place, location, time  
[VCEAL395](#) Use modelled vocabulary appropriately  
[VCEAL396](#) Select some descriptive vocabulary appropriate to context  
[VCEAL477](#) Spell most words accurately, drawing on a range of strategies but with some invented spelling still evident

[VCEAL362](#) Understand the relationships between events or ideas in a text  
[VCEAL364](#) Read texts that contain compound and complex sentences  
[VCEAL365](#) Use knowledge of simple tense and negation to interpret the meaning of written text  
[VCEAL366](#) Use knowledge of sentence structure to predict words or self-correct

**Cultural & Plurilingual Strategies**  
[VCEALA433](#) Identify unfamiliar cultural references  
[VCEALA437](#) Engage with a diverse range of texts reflecting a variety of cultures and perspectives

[VCELY329](#) Plan, draft & publish imaginative, informative and persuasive texts  
[VCELY330](#) Reread and edit own and others' work (Revising & Editing)  
[VCELY331](#) Develop a handwriting style (Publishing)  
[VCELY332](#) Publish using a range of software (Publishing)

**EAL Curriculum**  
[VCEAL372](#) Develop a small range of skills to create and navigate a simple digital text, including multimodal and interactive texts  
[VCEAL397](#) Use appropriate layouts to separate ideas and incorporate visual features in texts  
[VCEAL473](#) Use some antonyms and synonyms  
[VCEAL475](#) Create mood and feeling through the selection of appropriate vocabulary and idiom

**Cultural & Plurilingual Strategies**  
[VCEALA464](#) Draw on home language resources to communicate more complex ideas  
[VCEALA465](#) Follow a simple writing process, including planning, drafting and revision

**Cultural & Plurilingual Strategies**  
[VCEALA409](#) Initiate and manage interaction appropriately in social and learning situations  
[VCEALA412](#) Use home language resources to develop English

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

**EAL Curriculum**  
[VCEAL416](#) Use basic and some complex verb forms accurately  
[VCEAL418](#) Understand how modal verbs express probability and possibility  
[VCEAL421](#) Employ a range of vocabulary to convey shades of meaning  
[VCEAL447](#) Apply knowledge of letter sound relationships to deduce the pronunciation of new words

**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>2024>Lead Literacy>Essential Learnings

**EAL Curriculum**  
[VCEAL439](#) Identify and compare a range of different text types  
[VCEAL440](#) Interpret the purpose and organizational features of different text types  
[VCEAL441](#) Understand the cohesion of ideas and within paragraphs  
[VCEAL442](#) Understand and use the appropriate metalanguage to talk about the structures and features of a text  
[VCEAL444](#) Interpret the meaning of written text that uses a range of tense and negation

**Cultural & Plurilingual Strategies**  
[VCEALA431](#) Understand the connection between text purpose and structure  
[VCEALA435](#) Compare and contrast aspects of a text in English with a comparable home language text

**Persuasive Texts**  
 - **Create a variety of persuasive texts & a multimodal presentation**

**(Persuasive Writing – Use the NAPLAN Assessment Guide when planning)**

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

Truganina College Share Drive>2024>Lead Literacy>Essential Learnings

[VCELA351](#) – Ideas (Planning & Drafting)  
[VCELA350](#) – Complex Sentences (Planning & Drafting) (Revising)  
[VCELA352](#) – Vocabulary Choices (Planning & Drafting) (Revising)  
[VCELA348](#) – Cohesive links by omitting and replacing words (Revising)  
[VCELA358](#) – Plan, draft and publish texts (Planning & Drafting)  
[VCELY359](#) – Reread and edit (Editing)  
[VCELY360](#) – Handwriting (Publishing)

**EAL Curriculum**  
[VCEALC456](#) Write texts that present a point of view on topics discussed in class  
[VCEALA465](#) Follow a simple writing process, including planning, drafting and revision  
[VCEAL466](#) Use the text type appropriate to the task  
[VCEAL467](#) Organize texts in simple, logically ordered paragraphs with topic sentences  
[VCEAL469](#) Use a range of sentence structures appropriate to the text, with some errors

**Cultural & Plurilingual Strategies**  
[VCEALA458](#) Present work appropriately for purpose and audience  
[VCEALA459](#) Use one experience and perspectives to elaborate and support a viewpoint  
[VCEALA462](#) Confer and cooperate in groups or pairs when planning, writing, or reviewing

[VCELA363](#) Understand strategies for interaction  
[VCELY366](#) Participate in & contribute to discussions  
[VCELY367](#) Participate in formal & informal debates

**EAL Curriculum**  
[VCEALC405](#) Understand increasingly de-contextualized and more complex spoken language  
[VCEALC407](#) Rehearse or role play a spoken text, such as negotiating a problem or giving a short talk  
[VCEALC430](#) Contribute actively to group activities on shared texts  
[VCEAL450](#) Self correct a range of aspects of speech

**Cultural & Plurilingual Strategies**  
[VCEALA409](#) Initiate and manage interaction appropriately in social and learning situations

<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>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;2024&gt;Lead Literacy&gt;Essential Learnings</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</b></p> <ul style="list-style-type: none"> <li>- Create a variety of Informative texts</li> <li>- Transactional – Digital Texts &amp; Emails/ Blogs</li> </ul> <p><b>Recount - Autobiography</b></p> <p>The Writing <a href="#">Essential Learnings</a> <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</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>
<p>Year 8</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">EAL Pathway C: Year 7 to Year 9 – late immersion</p>	<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 <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</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><b>Persuasive Texts</b></p> <ul style="list-style-type: none"> <li>- Create a variety of persuasive texts including issues involving Victoria, a TV segment and a formal Debate</li> </ul> <p><b>[Persuasive Writing – Use the NAPLAN Assessment Guide when planning]</b></p> <p>The Writing <a href="#">Essential Learnings</a> <u>must drive your goal-setting and explicit teaching.</u></p> <p>Truganina College Share Drive&gt;2024&gt;Lead Literacy&gt;Essential Learnings</p> <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="#">VCEALL686</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>



[VCELA434](#) Creative Spelling  
[VCELT440](#) Figures of Speech  
[VCELA445](#) Experimenting with Punctuation  
[VCELA446](#) Abstract Nouns

#### EAL Curriculum

[VCEALL774](#) Demonstrate a broad technical vocabulary across the curriculum areas  
[VCEALL775](#) Use contextual cues to interpret difficult words  
[VCEALL794](#) Spell words accurately using a range of strategies  
[VCEALL795](#) Use a wide range of punctuation marks to add impact to writing

#### Use the Reading [Essential Learnings](#) to plan a differentiated Reading Curriculum

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#### EAL Curriculum

[VCEALC759](#) Extract and manipulate relevant information from a range of texts  
[VCEALC760](#) Summarise the nature and content of a text, including making evaluative comments  
[VCEALL768](#) Examine the role of the structures and features of mainstream texts in different curriculum areas  
[VCEALL769](#) Demonstrate awareness of the role of the structures and features in a range of texts  
[VCEALL773](#) Read and understand complex descriptive language

#### Cultural & Plurilingual Strategies

[VCEALA764](#) Analyse and interpret language choices and organisation of particular text types in relation to their purpose, audience and context  
[VCEALA765](#) Read a range of sustained, complex text

#### Persuasive Texts

- **Create a variety of persuasive texts including issues involving Victoria, a TV segment and a formal debate**

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[VCELY449](#) Creating Texts (Planning & Drafting)  
[VCELA446](#) Understand the use of abstract nouns to summarise (Planning & Drafting)  
[VCELY450](#) Review & edit student's own and others' texts (Revising & Editing)  
[VCELY451](#) Publish using a range of software (Publishing)

#### EAL Curriculum

[VCEALC778](#) Write extended factual texts conveying a variety of aspects of topics from across the curriculum  
[VCEALL785](#) Write a range of extended texts using the structures appropriate to the text types  
[VCEALL788](#) Demonstrate control of appropriate grammatical structures that develop the ways to analyse, argue, persuade, describe, classify or explain  
[VCEALL734](#) Create, edit and navigate simple digital texts

#### Cultural & Plurilingual Strategies

[VCEALA780](#) Understand how writing contexts, audience and purpose influence function and form  
[VCEALA781](#) Plan and draft text independently and through group activities  
[VCEALA782](#) Revise and refine writing in response to feedback from a teacher or peer

[VCELY456](#) Plan, rehearse & deliver presentations

#### EAL Curriculum

[VCEALC735](#) Participate in conversations with fluent speakers that involve changes of topic and register  
[VCEALC740](#) Contribute to and manage effective group work  
[VCEALC742](#) Prepare and deliver and extended talk that reflects a clear progression of ideas relevant to the audience and purpose  
[VCEALL749](#) Produce extended speech, using connectives and signal words  
[VCEALL757](#) Self-correct and improve aspects of pronunciation that impede communication

#### Cultural & Plurilingual Strategies

[VCEALA743](#) Shift between using formal and informal registers in response to purpose and context  
[VCEALA744](#) Apply non-verbal communication skills purposefully