

The English Curriculum links directly to:

HIGH IMPACT TEACHING STRATEGIES



The planning, teaching and learning of the English Curriculum links directly to the College's AIP targets:

- To grow each student's learning outcomes across all curriculum areas, with a focus on Literacy and Numeracy.
- To strengthen a positive culture for learning that empowers both students and staff.
- To increase community connectedness in supporting outstanding student achievement.

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

	Word Study	Reading	Writing	Speaking and Listening
Foundation	VCELA157 Understand sounds & words can be written, write high-frequency words VCELA158 Onset & Rime to spell words Oxford Words Little Learners Love Literacy (LLLL) Initial Sounds	Reading EL Links to Writing 0.2 Blend sounds associated with letters 0.6 Reading with fluency and intonation 0.8 Read unknown words, combining structure, visual and meaning cues	Informative Texts Procedural – Instructions (Week 1 – Week 6) Transactional – Invitations (Week 7 – Week 11) VCELA155 Understand language in texts is unlike spoken language (Planning & Drafting) VCELY162 Sounds represented by Upper-and Lower-Case Letters (Draft) VCELY160 Create short texts (Drafting) VCELA158 Use onset and rime to spell words (Drafting) VCELA156 Understand the use of punctuation & capital letters (Editing) VCELY161 Shared editing of students' own texts (Editing) VCELY162 Understand sounds in English are represented by upper and lower-case letters (Publishing) VCELY163 Publish using a range of software (Publishing)	VCELA164 English one of the languages spoken in Australia VCELA165 Explain difference in language used at home and school VCELA166 Understand language to explore ways of expressing needs, likes & dislikes VCELA167 Understand vocabulary in familiar contexts VCELA169 Blend & segment onset & rime in single syllable words
Year 1	VCELA191 Recognise & know how to use morphemes in word families Oxford Words	Reading EL Links to Writing 1.4 Find key information in a text 1.1 Learn high-frequency sight words 1.6 Read unknown words at Level I	Informative Texts Procedural - Recipes (Weeks 1 – 6) Transactional – Letters (Weeks 7 – Week 11) VCELY194 Create short imaginative texts (Drafting) VCELY196 Formation patterns to represent sounds and write words (Drafting) VCELY195 Reread student's own texts and discuss possible changes to improve meaning (Editing) VCELY197 Publish using a range of software (Publishing)	VCELA198 Understand people use different systems of communication VCELA200 Understand different ways of asking for information VCELT206 Express preferences for texts & authors & listen to opinions of others VCELA199 Language is used with other means of communication VCELA201 Explore different ways of expressing emotions VCELA202 Vocabulary in everyday contexts

Year 2	<p>VCELA238 Manipulate complex sounds in spoken words VCELA239 Identify Standard Australian English phonemes VCELA227 High Frequency Words (Oxford Words)</p> <p>Spelling Standards as per NAPLAN Assessment Guide Single-syllable words with - two two-consonant blends and/or digraphs (crack, speech, broom, drift) - three-consonant blends (stretch, catch) • common long vowels (sail, again, away, mean, light, fly, shiny, broke, only, close, hurt, use, chair) • multi-syllabic words with even stress patterns (litter, plastic, between) • common homophones (too/two, there/their, write/right, hear/here, brake/break) • common words with silent letters (know, wrong, comb) • single-syllable words ending in ould, ey, ough • suffixes that don't change the base word (jumped, sadly, adults, happening) • most rule-driven words: drop e, double</p>	<p>Reading EL Links to Writing 2.1 Read aloud with fluency & expression at Level M 2.9 Add suffixes to words 2.4 Monitor own reading by self-correcting</p> <p>Minimum Standards for Reading</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>Informative Texts Procedural – Science Procedures (Week 1 – Week 6) Transactional – Interviews, Surveys and Questionnaires (Week 7 – Week 11)</p> <p>VCELY230 Understand text Structure & Language Features (Planning & Drafting) VCELY231 Understand Punctuation, Sentence Boundary, Text Structure & spelling (Revising & Editing) VCELY232 Write words and sentences legibly (Publishing) VCELY233 Publish using a range of software (Publishing)</p>	<p>VCELA234 Understand spoken, visual and written forms of language VCELA235 Understand variation of Language VCELA237 Understand & experiment with use of vocabulary VCELA238 Manipulate complex sounds in spoken words VCELA239 Identify Standard Australian English phonemes</p>
Year 3	<p>South Australian Spelling Test (Common Spelling Patterns)/Oxford Words</p> <p>VCELA263 Letter sound relationships/Less common letter word combinations to spell words</p>	<p>Reading EL Links to Writing 3.3 Discuss relevant prior knowledge & make connections 3.1 Build familiarity with structural stages & language features 3.5 identify important ideas, events or details 3.7 Read variety of texts & combine knowledge to solve unknown words</p>	<p>Informative Texts Information Report (Week 1 – Week 6) Recount – Personal Reflection (Week 7 – Week 11)</p> <p>VCELA262 Verbs represent different purposes (Planning & Drafting) VCELA261 Understand that clause contains subject and a verb (Planning & Drafting) VCELY266 Plan draft and publish by selecting print and multimodal elements (Revising) VCELY267 Meaning, Structure, Grammar & Punctuation (Editing – Subject-Verb Agreement, Verbs & Tenses, Contractions & Apostrophes) VCELY268 Handwriting (Publishing) VCELY269 Publish using a range of software (Publishing)</p>	<p>VCELA271 Understand successful cooperation with others using social conventions VCELA273 Learn extended & technical vocabulary to express opinion VCELY275 Listen & contribute to conversations & discussions to share information, ideas VCELY276 Plan & deliver short presentations</p>
Year 4	<p>VCELA294 – Phonic Generalisations to identify & write words with complex letter combinations</p> <p>South Australian Spelling Test (Common Spelling Patterns)</p> <p>Spelling Standards as per NAPLAN Assessment Guide • uncommon vowel patterns (drought, hygiene) • difficult subject-specific content words (disease, habitat, predator) • difficult homophones (practice/practise, board/bored) • suffixes where base word changes (prefer/preferred, relate/relation) • consonant alternation patterns (confident/confidence) • many three- and four-syllable words (invisible, organise, community) • multi-syllabic words ending in tion, sion, ture, ible/able, ent/ant, ful, el/al, elly/ally, gle (supervision, furniture, powerful, sentinel, brutally and rectangle)</p>	<p>Misconceptions based on 2017 Year 3 NAPLAN Data</p> <ul style="list-style-type: none"> Identifies the purpose of an apostrophe in a very simple narrative Y3 2017 Q5 Interprets directly stated information in a simple persuasive text Y3 2017 Q7 Identifies the main idea of a simple persuasive text Y3 2017 Q12 Interprets the meaning of vocabulary in a poem Y3 2017 Q14 Interprets the meaning of a description in a poem Y3 2017 Q16 Analyses the tone of the first paragraph in an advertisement Y3 2017 Q23 Analyses information across the text in an advertisement Y3 2017 Q24 Locates directly stated information in an advertisement Y3 2017 Q26 Identifies the genre of an information report Y3 2017 Q27 Links directly stated information across sentences in an information report Y3 2017 Q31 Interprets the meaning of a phrase in an information report 2017 Y5 Q32 <p>Reading EL Links to Writing 4.3 Build schema by making connections 4.4 Identify structures & features in imaginative, informative & persuasive texts</p>	<p>Informative Texts Information Report (Week 1 – Week 6) Recount – Personal Reflection (Week 7 – Week 11)</p> <p>VCELA292 Understand sentences can be enriched through nouns & verbs (Planning) VCELY298 Create literary texts, exploring students' experience (Planning & Drafting) VCELY299 Plan, draft and write imaginative, informative and persuasive texts (Planning & Drafting) VCELY300 Reread and edit for meaning (Revising & Editing) VCELY301 Handwriting (Publishing) VCELY302 Publish using a range of software (Publishing)</p>	<p>VCELA305 Understand differences between language of opinion and feeling VCELY307 Interpret ideas & information in spoken texts & listen for key points</p>
Year 5	<p>VCELA312 – Understand syllabification, spelling patterns, word origins, base words, prefixes & suffixes</p> <p>South Australian Spelling Test (Common Spelling Patterns)</p>	<p>Reading EL Links to Writing 5.7 Identify text structures & language features in information reports 5.8 Use research skills to gather & organize information</p>	<p>Informative Texts Explanation Text (Week 1 – Week 6) Recount – Biographical Recount (Week 7 – Week 11)</p> <p>VCELA325 Understand the use of vocabulary (Planning & Drafting) 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)</p>	<p>VCELA333 Understand pronunciation, spelling & meanings of words VCELY337 Clarify understanding of content in formal and informal situations</p>
Year 6	<p>VCELA353 Understand use of phonic knowledge VCELA354 Understand use of banks of known words, prefixes, suffixes</p> <p>South Australian Spelling Test (Common Spelling Patterns)</p> <p>Spelling Standards as per NAPLAN Assessment Guide • uneven stress patterns in multi-syllabic words (chocolate, mineral) • uncommon vowel patterns (drought, hygiene) • difficult subject-specific content words (disease, habitat, predator) • difficult homophones (practice/practise, board/bored) • suffixes where base word changes (prefer/preferred, relate/relation) • consonant alternation patterns (confident/confidence) • many three- and four-syllable words (invisible, organise, community) • multi-syllabic words ending in tion, sion, ture, ible/able, ent/ant, ful, el/al, elly/ally, gle (supervision, furniture, powerful, sentinel, brutally and rectangle)</p>	<p>Misconceptions based on 2017 Year 5 NAPLAN Data</p> <ul style="list-style-type: none"> Interprets the meaning of vocabulary in a poem Y5 2017 Q7 Interprets directly stated information in a narrative Y5 2017 Q13 Identifies the reason for a character's action in a narrative Y5 2017 Q14 Identifies the change in a character's perspective in a narrative Y5 2017 Q16 Identifies the genre of an information report Y5 2017 Q20 Identifies the main purpose of a sentence in a persuasive article Y5 2017 Q26 Interprets the meaning of a complex language in a persuasive article Y5 2017 Q28 Locates directly stated information embedded in a paragraph in a persuasive article Y5 2017 Q30 <p>Reading EL Links to Writing 6.6 Subject & technical vocabulary 6.1 Representing events, concepts & information through graphic organisers 6.5 Find & summarise the main ideas of a text 6.8 Ask & answer questions</p>	<p>Informative Texts Explanation Text (Week 1 – Week 6) Recount – Biographical Recount (Week 7 – Week 11)</p> <p>VCELA350 Investigate complex sentence VCELA358 Plan, draft and publish texts (Planning & Drafting) VCELY359 Reread and edit (Editing) VCELY360 Handwriting (Publishing) VCELY361 Publish using a range of software (Publishing)</p>	<p>VCELA363 Understand strategies for interaction VCELY366 Participate in & contribute to discussions VCELY367 Participate in formal & informal debates</p>
Year 7	<p>VCELA384 – Spelling rules and word origins</p>	<p>Reading EL Links to Writing 7.2 Identify & use formal descriptive & classification vocabulary 7.1 Finding evidence to support ideas from the text 7.6 Identify audience and purpose in a text 7.8 Identify point of view and arguments through the use of cause and effect 7.9 Use comprehension strategies</p>	<p>Informative Texts Transactional – Digital Texts (Week 1 – Week 6) Recount – Autobiography (Week 7 – Week 11)</p> <p>VCELA380 Understand coherence of complex texts (Drafting) VCELA381 Understand the use of punctuation (Drafting & Editing) VCELA382 Recognise & understand subordinate clauses embedded (Planning & Drafting) VCELY385 Experiment with text structures & language features (Planning & Drafting) VCELY387 Plan, draft & publish imaginative, informative & persuasive texts VCELY388 Edit for meaning (Editing) VCELY389 Consolidate a personal handwriting style (Publishing)</p>	<p>VCELY395 Identify & discuss main ideas, concepts & points of view using interaction skills VCELY396 Plan, rehearse & deliver presentations</p>

			VCELY390 Publish using a range of software (Publishing)	
Year 8	<p>VCELA417 – Spell accurately and learn new words using nominalisation</p> <p>Spelling Standards as per NAPLAN Assessment Guide</p> <ul style="list-style-type: none"> uneven stress patterns in multi-syllabic words (chocolate, mineral) uncommon vowel patterns (drought, hygiene) difficult subject-specific content words (disease, habitat, predator) difficult homophones (practice/practise, board/bored) suffixes where base word changes (prefer/preferred, relate/relation) consonant alternation patterns (confident/confidence) many three- and four-syllable words (invisible, organise, community) multi-syllabic words ending in tion, sion, ture, ible/able, ent/ant, ful, el/al, elly/ally, gle (supervision, furniture, powerful, sentinel, brutally and rectangle) unusual consonant patterns (guarantee) longer words with unstressed syllables (responsibility) suffixes to words ending in e, c or l (physically, changeable, plasticity) <ul style="list-style-type: none"> foreign words (lieutenant, nonchalant) 	<p>Hunger Games</p> <p>Misconceptions based on 2017 Year 7 NAPLAN Data</p> <ul style="list-style-type: none"> Interprets directly stated information in a multi text. Evidence 2017 Reading Q9. Interprets the meaning of idiomatic language in multi text. 2017 Reading Q7. Identifies a change in a character's perspective in a narrative. 2017 Reading Q15. Interpret the effect of text layout in a persuasive text. 2017 Reading 22. Identifies the purpose of italics in a persuasive article. 2017 Reading Q Interpret the meaning of complex language in a persuasive article. 2017 Reading Q25. Identified the central theme of a detailed first-person narrative. 2017 Reading Q30. <p>Reading EL Links to Writing</p> <p>8.8 Identify the meaning of a wide range of words</p> <p>8.3 Analyse & examine author's control of language used in texts</p> <p>8.6 Apply knowledge of vocabulary, text structures & language features</p> <p>8.9 Use comprehension strategies to interpret & evaluate texts</p>	<p>Informative Texts</p> <p>Transactional – Digital Texts (Week 1 – Week 6)</p> <p>Recount - Autobiography (Week 7 – Week 11)</p> <p>VCELY420 Creating Texts (Planning & Drafting)</p> <p>VCELY421 Text Structures (Planning & Revising)</p> <p>VCELA419 Create literary texts (Planning & Drafting)</p> <p>VCELY422 Publish using a range of software (Publishing)</p>	<p>VCELY426 Interpret meanings in spoken texts, use interaction skills to discuss evidence</p> <p>VCELY427 Plan, rehearse & deliver presentations</p>
Year 9	VCELA434 – Use of spelling in texts	<p>Reading EL Links to Writing</p> <p>9.1 Experiment with ways to present personal viewpoints</p> <p>9.6 Analyse & evaluate the author's craft</p> <p>9.4 Question & make judgements about a text</p> <p>9.9 Predict meanings of unfamiliar words</p>	<p>Informative Texts</p> <p>Information Report – Global Issues (Week 1 – Week 6)</p> <p>Transactional – Newspaper Reports & Interviews (Week 7 – Week 11)</p> <p>VCELT449 Creating Texts (Planning & Drafting)</p> <p>VCELA446 Understand the use of abstract nouns to summarise (Planning & Drafting)</p> <p>VCELT450 Review & edit student's own and others' texts (Revising & Editing)</p> <p>VCELY451 Publish using a range of software (Publishing)</p>	VCELY456 Plan, rehearse & deliver presentations

Last Updated: 23 August 2018

The English Curriculum links directly to:

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

