English scope and sequence – Foundation Level A to Level 2 content descriptions (by strand)

Strand: Language

| **Foundation Level A** | **Foundation Level B** | **Foundation Level C** | **Foundation Level D** | **Foundation** | **Level 1** | **Level 2** |
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| Sub-strand: Language for interacting with others | | | | | | |
| *Students learn to:* | | | | | | |
|  |  |  | use phrases to communicate with others at school, appropriate to their relationships  VC2EFDLA01 | explore how language is used differently at home and school depending on the relationships between people  VC2EFLA01 | explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands  VC2E1LA01 | explore how interpersonal language choices vary depending on the context, including the different roles taken on in interactions  VC2E2LA01 |
| use their preferred communication modality to accept or reject an object, action or activity  VC2EFALA01 | use their preferred communication modality to indicate a preference  VC2EFBLA01 | use short phrases to request, accept or reject an object, action or event  VC2EFCLA01 | use phrases to communicate preferences, likes and dislikes  VC2EFDLA02 | explore different ways of using language to express preferences, likes and dislikes  VC2EFLA02 | explore language to provide reasons for likes, dislikes and preferences  VC2E1LA02 | explore how language can be used for appreciating texts and providing reasons for preferences  VC2E2LA02 |
| **Sub-strand: Text structure and organisation** | | | | | | |
| *Students learn to:* | | | | | | |
|  |  |  | recognise that texts can take different forms  VC2EFDLA03 | understand that texts can take many forms, such as signs, books and digital texts  VC2EFLA03 | explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain  VC2E1LA03 | identify how different types of texts across the curriculum are organised differently and use language features depending on purposes  VC2E2LA03 |
|  |  |  |  |  | explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs  VC2E1LA04 | understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred  VC2E2LA04 |
| attend to images in print and digital texts  VC2EFALA02 | turn pages and identify the appropriate orientation of print and digital texts  VC2EFBLA02 | turn one page at a time and differentiate between words and images in print and digital texts  VC2EFCLA02 | identify the front and back cover of a book, left to right directionality and return sweep of print; recognise that words are separate to pictures  VC2EFDLA04 | understand concepts about print in print and digital texts, including how books and simple digital texts are usually organised  VC2EFLA04 | understand how concepts about print in printed and digital texts are organised using features such as page numbers, tables of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images  VC2E1LA05 | navigate print and digital texts using chapters, tables of contents, indexes, sidebar menus, drop-down menus or links  VC2E2LA05 |
| **Sub-strand:** Language for expressing and developing ideas | | | | | | |
| *Students learn to:* | | | | | | |
|  |  | use short phrases to express ideas  VC2EFCLA03 | construct and use phrases to express ideas  VC2EFDLA05 | recognise that sentences are key units for expressing ideas  VC2EFLA05 | understand that a simple sentence consists of a single independent clause representing a single event or idea  VC2E1LA06 | understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction  VC2E2LA06 |
|  | use their preferred communication modality to describe an object with a single gesture, symbol or word  VC2EFBLA03 | use short phrases to describe objects  VC2EFCLA04 | use phrases to describe objects and actions  VC2EFDLA06 | recognise that sentences are made up of groups of words that work together in particular ways to make meaning  VC2EFLA06 | understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives), relationships in time and space (prepositions) and details such as when, where and how (adverbs)  VC2E1LA07 | understand that in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups  VC2E2LA07 |
|  | identify a favourite image in print or digital text  VC2EFBLA04 | identify an image or object that represents an idea from a shared text  VC2EFCLA05 | identify the contribution of images and words to meaning in stories and informative texts  VC2EFDLA07 | explore the contribution of images, words and sound to meaning in stories and informative texts  VC2EFLA07 | compare how images and sound in different types of texts contribute to meaning  VC2E1LA08 | understand that images and sound add to or multiply the meanings of a text  VC2E2LA08 |
| respond to familiar objects, actions or activities being named  VC2EFALA03 | recognise and name familiar objects, actions and activities  VC2EFBLA05 | use learnt vocabulary related to personal interests and topics taught at school  VC2EFCLA06 | use learnt vocabulary related to everyday experiences, personal interests and topics taught at school  VC2EFDLA08 | recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school  VC2EFLA08 | recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas  VC2E1LA09 | apply learnt vocabulary and begin to make conscious choices to suit the topic  VC2E2LA09 |
|  |  |  | identify that spaces between words indicate a new word  VC2EFDLA09 | identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end  VC2EFLA09 | understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nouns  VC2E1LA10 | recognise that capital letters are used in titles and commas are used to separate items in lists  VC2E2LA10 |

Strand: Literature

| **Foundation Level A** | **Foundation Level B** | **Foundation Level C** | **Foundation Level D** | **Foundation** | **Level 1** | **Level 2** |
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| **Sub-strand: Literature and contexts** | | | | | | |
| *Students learn to:* | | | | | | |
| demonstrate shared attention when responding to texts by Aboriginal and Torres Strait Islander authors and illustrators and a range of Australian and world authors and illustrators  VC2EFALE01 | identify an event in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a range of Australian and world authors and illustrators  VC2EFBLE01 | identify settings, characters and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a range of Australian and world authors and illustrators  VC2EFCLE01 | identify experiences that are similar to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators  VC2EFDLE01 | discuss experiences that are similar or different to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators  VC2EFLE01 | discuss how language and images are used to create characters, settings and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators  VC2E1LE01 | discuss how characters and settings are connected in literary texts created by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators  VC2E2LE01 |
| Sub-strand: Engaging with and responding to literature | | | | | | |
| *Students learn to:* | | | | | | |
| attend to and explore a range of literary texts  VC2EFALE02 | respond to an event in a story  VC2EFBLE02 | comment on the characters and events in a text  VC2EFCLE02 | share feelings on the events and characters depicted in a text  VC2EFDLE02 | respond to stories and share feelings and thoughts about the events and characters depicted  VC2EFLE02 | discuss a range of literary texts and share responses by making connections with their own experiences  VC2E1LE02 | compare features of a range of literary texts, such as characters and settings, and share personal preferences  VC2E2LE02 |
| Sub-strand: Examining literature | | | | | | |
| *Students learn to:* | | | | | | |
|  | identify an event in a familiar text  VC2EFBLE03 | identify a character or event in a familiar text  VC2EFCLE03 | identify a setting, character and event in a text  VC2EFDLE03 | recognise a range of literary texts and identify features including events, characters, and beginnings and endings  VC2EFLE03 | discuss plots, characters and settings through a range of literary texts  VC2E1LE03 | discuss the plots, characters and settings of a range of literary texts and identify how language is used to present these features in different ways  VC2E2LE03 |
|  | respond to chants, rhymes and songs  VC2EFBLE04 | participate in familiar chants, rhymes and songs  VC2EFCLE04 | replicate the rhythms of familiar chants, rhymes and songs  VC2EFDLE04 | explore and replicate the rhythms and sound patterns of poems, chants, rhymes and songs  VC2EFLE04 | listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme  VC2E1LE04 | identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes and songs  VC2E2LE04 |
| Sub-strand: Creating literature | | | | | | |
| *Students learn to:* | | | | | | |
|  |  | retell an event from a preferred or familiar short text  VC2EFCLE05 | retell an event from a preferred or known text through role-play, performance, images, drawing or writing  VC2EFDLE05 | retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writing  VC2EFLE05 | retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawing  VC2E1LE05 | create texts by adapting structures and language features of previously encountered literary texts through writing, drawing and performance  VC2E2LE05 |

Strand: Literacy

| **Foundation Level A** | **Foundation Level B** | **Foundation Level C** | **Foundation Level D** | **Foundation** | **Level 1** | **Level 2** |
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| Sub-strand: Interacting with others | | | | | | |
| *Students learn to:* | | | | | | |
| use their preferred communication modality to gain attention or express comfort and discomfort  VC2EFALY01 | use their preferred communication modality to attend and respond to interactions with others  VC2EFBLY01 | use their preferred communication modality to initiate a short interaction with others  VC2EFCLY01 | use their preferred communication modality to initiate and sustain an interaction with others  VC2EFDLY01 | interact in informal and structured situations, using appropriate voice levels and listening while others read or speak  VC2EFLY01 | use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the read or spoken contributions of others, and contributing ideas and questions  VC2E1LY01 | use interaction skills when engaging with topics and texts, actively listening to others, receiving instructions and extending their own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions  VC2E2LY01 |
|  |  | use short phrases to present an idea or object to peers  VC2EFCLY02 | use phrases to retell a story or event to peers  VC2EFDLY02 | deliver short spoken texts to an audience using features of voice  VC2EFLY02 | deliver short spoken texts to an audience using features of voice  VC2E1LY02 | deliver short spoken texts to an audience using features of voice  VC2E2LY02 |
| **Sub-strand: Phonic and word knowledge** | | | | | | |
| *Students learn to:* | | | | | | |
| respond to environmental sounds and familiar spoken, written or signed words  VC2EFALY02 | repeat some familiar letter sounds  VC2EFBLY02  identify some familiar images, symbols, letters or words in their environment  VC2EFBLY03  identify themselves in a mirror  VC2EFBLY04 | recognise and name some common letters and their corresponding phonemes  VC2EFCLY03  use beginning knowledge of letters and sounds to identify the initial letter sound and grapheme in a word  VC2EFCLY04  identify their name when presented in written form with supporting images  VC2EFCLY05 | blend and segment a small number of one-syllable words  VC2EFDLY03  use beginning knowledge of letters and sounds to read some consonant-vowel-consonant (CVC) words  VC2EFDLY04  recognise familiar words and identify them in environmental print  VC2EFDLY05 | recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness)  VC2EFLY03  orally blend, segment and manipulate one-syllable words (phonemic awareness)  VC2EFLY04  use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme–grapheme correspondence knowledge)  VC2EFLY05  recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships)  VC2EFLY06  read and write some high-frequency words and other familiar words  VC2EFLY07  understand that words are units of meaning and can be made of more than one meaningful part (morphemic knowledge)  VC2EFLY08 | blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable  VC2E1LY03  use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words  VC2E1LY04  understand that a letter can represent more than one sound and that a syllable must contain a vowel sound  VC2E1LY05  spell one- and 2-syllable words with common letter patterns  VC2E1LY06  read and write an increasing number of high-frequency words  VC2E1LY07  recognise and know how to use grammatical morphemes to create word families  VC2E1LY08 | use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness)  VC2E2LY03  use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge)  VC2E2LY04  use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words  VC2E2LY05  build morphemic word families using knowledge of prefixes and suffixes  VC2E2LY06 |
| Sub-strand: Building fluency and making meaning | | | | | | |
| *Students learn to:* | | | | | | |
|  |  |  | apply developing phonemic knowledge to decode words in short sentences or simple decodable texts  VC2EFDLY06 | read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledge  VC2EFLY09 | read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledge  VC2E1LY09 | read different types of texts with phrasing and fluency, using phonic and word knowledge, and make and monitor meaning by re-reading and self-correcting  VC2E2LY07 |
| Sub-strand: Texts in context | | | | | | |
| *Students learn to:* | | | | | | |
|  |  |  |  | identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are used  VC2EFLY10 | discuss different types of texts drawn from a range of cultures and experiences  VC2E1LY10 | discuss how similar topics and information are presented in different types of texts  VC2E2LY08 |
| Sub-strand: Analysing, interpreting and evaluating | | | | | | |
| *Students learn to:* | | | | | | |
|  |  |  |  | identify some differences between narrative and informative texts  VC2EFLY11 | describe some similarities and differences between narrative, informative and persuasive texts  VC2E1LY11 | identify the purpose and audience of different types of texts  VC2E2LY09 |
|  | use their preferred communication modality when listening to and/or viewing texts  VC2EFBLY05 | respond to simple questions about a shared text being listened to and/or viewed  VC2EFCLY06 | use comprehension strategies such as connecting, predicting and questioning to understand texts listened to and/or viewed  VC2EFDLY07 | use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independently  VC2EFLY12 | use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meanings  VC2E1LY12 | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and begin to analyse texts by drawing on a growing knowledge of context and text structures to build literal and inferred meanings  VC2E2LY10 |
| **Sub-strand: Creating texts** | | | | | | |
| *Students learn to:* | | | | | | |
| participate in the shared creation of texts  VC2EFALY03 | co-create short texts that record a single idea  VC2EFBLY06 | co-create short texts and sequence images  VC2EFCLY07 | create short texts to record an idea and/or events  VC2EFDLY08 | create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge  VC2EFLY13 | create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion  VC2E1LY13 | create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriate  VC2E2LY11 |
|  |  |  | participate in shared editing of a class text, identifying some capital letters and applying spacing between words  VC2EFDLY09 | participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops  VC2EFLY14 | re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation  VC2E1LY14 | re-read and edit texts for spelling, sentence boundary punctuation and text structure  VC2E2LY12 |
| use tools to make marks  VC2EFALY04 | use tools to create a variety of marks on a surface  VC2EFBLY07 | use tools to create letter-like symbols  VC2EFCLY08 | use tools to form letters  VC2EFDLY10 | form most lower-case and upper-case letters using learnt letter formations  VC2EFLY15 | write words using unjoined lower-case and upper-case letters  VC2E1LY15 | write words legibly and with growing fluency using unjoined lower-case and upper-case letters  VC2E2LY13 |