# English as an Additional Language, Pathway A: Early immersion (Prep–Year 2) – comparison of curriculums

## Level AL

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | By the end of Level AL, students demonstrate the following skills in English as an Additional Language.  **Listening and Speaking**  Students use simple English words and phrases to communicate with teachers and peers in familiar routine situations. They listen to others and concentrate for short periods. They follow one- and 2-step instructions, exchange simple personal information and attempt to use the foundational oral English needed to manage learning in an English-speaking classroom. They begin to adapt their emerging English language skills and knowledge to respond to new communicative and functional demands. They use simple, learnt formulaic responses to communicate. Their utterances are characterised by a reliance on key vocabulary and/or paralinguistic (non-verbal) communication such as gestures, facial expressions and head movements with many home language influences. They use some basic communication and learning strategies to participate and/or repair miscommunication in English. They demonstrate familiarity with some basic patterns in the sounds, intonation, rhythm, grammar and meaning of English. They attempt to copy pronunciation, stress and intonation used by others. They repeat key words and phrases that others use. They use home language peers as supports for learning and use resources, including classroom print texts such as pictures, diagrams, posters and other visual texts, to help them communicate.  **Reading and Viewing**  Students show interest in a variety of English texts and concentrate for short periods of time when reading or viewing short texts in print or visual form. They demonstrate reading-like behaviours, including holding a book, looking at the cover and pages of a book, turning single pages and looking at pictures. They recognise basic features of English texts, including page order and the role of illustrations in texts. They focus on images and other visual features that assist them to understand texts, and rely on peer or teacher support to complete simple structured activities such as sequencing pictures or acting out the key elements of a text. They read some environmental print, including their name and other familiar words and signs. They recognise and name some familiar letters and know the sounds commonly related to some letters and letter groups. When listening to texts being read aloud, they identify key words, and repeated words and phrases. They attempt to participate in shared reading experiences.  **Writing**  Students communicate their ideas and experiences through drawings and attempts at writing copied from other sources such as environmental print and very short teacher-modelled texts, showing evidence of an emerging understanding of writing processes. They demonstrate interest and some ability to concentrate in shared writing activities, including watching the teacher and other students writing. They participate in shared writing experiences. They demonstrate awareness that written texts in English are presented through conventions that change according to context and purpose. They use drawings to represent simple descriptions, recounts and procedures. They copy words or phrases from books, vocabulary lists and other resources, and can write their own name. They attempt to use different writing implements and learn how to hold and use them correctly. They demonstrate some understanding of the left-to-right directionality of English script and the importance of spacing and writing on lines. They demonstrate knowledge of some phoneme–grapheme correspondences. They talk about their pictures and copied writing using simple words and sentences that draw on their developing oral English language skills, and/or their home language(s), especially when sharing with home language peers or a multilingual teacher. | New in Version 2.0. Version 1.0 did not include Level AL. |

Content descriptions

**VC2 strand: Listening and Speaking**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | listen for short periods of time  VC2EALALL01 | New in Version 2.0. Version 1.0 did not include Level AL. |
|  | respond to repetitive questions and prompts  VC2EALALL02 |
|  | participate in highly contextualised social and learning activities  VC2EALALL03 |
|  | follow a short sequence of simple utterances, with extensive support  VC2EALALL04 |

**VC2 sub-strand: Text structures and linguistic features**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | recognise parts of a simple spoken text  VC2EALALL05 | New in Version 2.0. Version 1.0 did not include Level AL. |
|  | recognise and use short, learnt phrases  VC2EALALL06 |
|  | construct simple subject–verb sentences that mostly use present tense  VC2EALALL07 |
|  | demonstrate placement of common adjectives and adverbs to describe or add emphasis  VC2EALALL08 |
|  | recognise and use a small set of frequently occurring words related to immediate communicative needs  VC2EALALL09 |
|  | attempt intelligible pronunciation  VC2EALALL10 |
|  | recognise and copy sentence stress and intonation patterns  VC2EALALL11 |

**VC2 sub-strand: Plurilingual and cultural strategies**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Distinguish English from other languages (VCEALA012) | distinguish spoken English from home language(s)  VC2EALALL12 | In Version 1.0 this content description appeared in Level A1. This was moved to Level AL in Version 2.0 to acknowledge that this is the first level in the curriculum where students begin working with English. |
|  | use simple strategies to help spoken understanding  VC2EALALL13 | New in Version 2.0. Version 1.0 did not include Level AL. |
|  | draw on home language resources to enhance learning when listening and speaking  VC2EALALL14 |
|  | use basic spoken social formulas and gestures to interact in context  VC2EALALL15 |

**VC2 strand: Reading and Viewing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | look for meaning in texts  VC2EALALR01 | New in Version 2.0. Version 1.0 did not include Level AL. |
|  | recognise familiar words and formulaic utterances, with extensive teacher support  VC2EALALR02 |
|  | identify signs and images, with extensive teacher support  VC2EALALR03 |
|  | make simple predictions about a text, with extensive teacher support  VC2EALALR04 |

**VC2 sub-strand: Text structures and linguistic features**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | recognise different types of texts  VC2EALALR05 | New in Version 2.0. Version 1.0 did not include Level AL. |
|  | recognise familiar words and phrases  VC2EALALR06 |
|  | recognise some letters of the alphabet and some sounds in words  VC2EALALR07 | In Version 1.0 this content description appeared in Level A1. This was moved to Level AL in Version 2.0 to acknowledge that this is the first level in the curriculum where students begin working with English. |
|  | recognise capital letters, spaces and full stops  VC2EALALR08 | New in Version 2.0. Version 1.0 did not include Level AL. |

**VC2 sub-strand: Plurilingual and cultural strategies**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | identify English texts from home language texts  VC2EALALR09 | New in Version 2.0. Version 1.0 did not include Level AL. |
|  | select and engage with a variety of texts, with teacher and peer support  VC2EALALR10 |
| Use some features of home language (VCEALA013) | draw on home language resources to enhance learning when reading and viewing  VC2EALALR11 | In Version 1.0 this content description appeared in Level A1. This was moved to Level AL in Version 2.0 to acknowledge that this is the first level in the curriculum where students begin working with English. |
|  | observe and begin to participate in teacher-led shared reading activities  VC2EALALR12 | New in Version 2.0. Version 1.0 did not include Level AL. |

**VC2 strand: Writing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | copy familiar symbols, words, phrases and short, simple sentences, with extensive teacher support  VC2EALALW01 | New in Version 2.0. Version 1.0 did not include Level AL. |
|  | illustrate a simple concept and label, with contextual support  VC2EALALW02 |

**VC2 sub-strand: Text structures and linguistic features**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | copy a very simple text structure  VC2EALALW03 | New in Version 2.0. Version 1.0 did not include Level AL. |
|  | copy simple modelled sentences  VC2EALALW04 |
|  | use some basic noun–verb combinations  VC2EALALW05 |
|  | use some basic adjective–noun combinations  VC2EALALW06 |
|  | write some high-frequency words related to personal experiences and school context  VC2EALALW07 |
|  | apply developing phonics knowledge to spell some vowel–consonant (VC) and some consonant–vowel–consonant (CVC) words  VC2EALALW08 |
|  | use capital letters and full stops  VC2EALALW09 |

**VC2 sub-strand: Plurilingual and cultural strategies**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | distinguish between writing and drawing  VC2EALALW10 | New in Version 2.0. Version 1.0 did not include Level AL. |
|  | recognise the importance of accurate reproduction of letters and words  VC2EALALW11 |
| Use some conventions from home language when writing (VCEALA065)  Clarify the meaning of a word in home language and ask for the word to be written so it can be copied (VCEAL066)  Use some home language words and words copied from various sources (VCEAL067)  Understand some terminology of writing in English and/or home language (VCEAL068) | draw on home language resources to enhance learning when writing  VC2EALALW12 | Combined and revised to provide a broader meaning. |
|  | participate in shared writing experiences  VC2EALALW13 | New in Version 2.0. Version 1.0 did not include Level AL. |

## Level A1

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Speaking and Listening  At Level A1 students communicate in basic English in routine, familiar, social and classroom situations. They follow and give simple instructions, exchange basic personal information, and negotiate well-known, predictable activities and contexts. They begin to modify their responses and manner of interaction to match the responses of others and the context. They use simple learnt formulas and patterns, and they create original utterances by substituting words. Their utterances are characterised by a short simplified structure, simple subject–verb–object construction and overgeneralisation of rules. They use some basic communication and learning strategies to participate in and sustain interactions in English. They recognise that intonation carries meaning, and they listen for key words and for repetition of words and phrases. They use comprehensible pronunciation, stress and intonation. They use classroom resources such as picture cards or other visual texts to help them communicate.  Reading and Viewing  At Level A1 students read and engage with a wide range of short, simple, repetitive texts, including shared recounts and fictional and everyday texts. These texts may be in print or visual form.  Students read in context some familiar words, phrases, numbers and signs. They complete simple, structured activities such as sequencing sentences and pictures. They show early understanding that texts are written and structured for a variety of purposes. They recognise some common letters and letter patterns. They name some letters of the alphabet and know the sounds commonly related to some letters and letter groups. They recognise some basic features of texts, including text directionality and page order, and understand the function of titles and images. They hold and manipulate books appropriately. When listening to texts read aloud, they listen for key words and for repetition of words and phrases. They focus on images and other visual features that assist them to understand texts.  Writing  At Level A1 students communicate their ideas and experiences simply through drawings, copied writing, dictated texts and their own basic writing, showing evidence of a developing understanding of the writing process. They contribute to shared writing activities. They demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose. They write and draw for basic purposes and, with support, produce simple descriptions, recounts and procedures. Students’ writing reflects their oral structures, and they link ideas using basic conjunctions. They show awareness of the need for basic punctuation. They demonstrate knowledge of some sound–symbol relationships, and show evidence of some basic planning. They model their writing on shared writing activities and published texts, often copying words or phrases from books or word lists. They form letters and place text appropriately on the page. They use basic features of software applications to write and present their texts. | By the end of Level A1, students demonstrate the following skills in English as an Additional Language.  **Listening and Speaking**  Students communicate in simple English phrases and sentences in routine and familiar social and classroom situations. They follow and give simple instructions, exchange personal information, and participate in familiar and predictable activities and contexts. They modify their responses and manner of interaction to match the responses of others and the context. They use learnt formulaic responses and patterns, and create original utterances by substituting words. Their utterances have a short, simplified structure with simple subject–verb–object construction and overgeneralisation of rules. They use basic communication and learning strategies to participate in and sustain interactions in English. They recognise that intonation carries meaning, and they identify key words and repeated words and phrases. They use comprehensible pronunciation, stress and intonation. They use classroom resources such as picture cards and other visual texts to aid communication.  **Reading and Viewing**  Students read and engage with a wide range of short, simple, repetitive texts, including shared recounts and fictional and everyday texts, in print or visual form. Students read, in context, some familiar words, phrases, numbers and signs. They complete simple, structured activities such as sequencing sentences and pictures. They understand that texts are written and structured for a variety of purposes. They recognise some common letters and letter patterns. They name some letters of the alphabet and know the sounds commonly related to some letters and letter groups. They recognise features of texts, including text directionality and page order, and understand the function of titles and images. They hold and manipulate books appropriately. When listening to texts being read aloud, they listen for key words and for repetition of words and phrases. They focus on images and other visual features that assist them to understand texts.  **Writing**  Students communicate their ideas and experiences through drawings, copied writing, dictated texts and their own writing, showing evidence of a developing understanding of the writing process. They contribute to shared writing activities. They demonstrate awareness that written texts in English are presented through particular conventions, which change according to context and purpose. They write and draw for basic purposes and, with support, produce simple descriptions, recounts and procedural texts. Students’ writing reflects their spoken structures, and they link ideas using basic conjunctions. They use basic punctuation in their writing. They demonstrate knowledge of some phoneme–grapheme correspondences when writing and spelling words. They show evidence of some basic planning for writing. They model their writing on shared writing activities and published texts, often copying words or phrases from books or vocabulary lists. They form letters and place text appropriately on a page. They use basic digital resources to write and present their texts. | The structure has been retained (language modes) with clear throughlines of the skills sets identified under each language mode.  The first strand has been renamed ‘Listening and Speaking’ as EAL students first learn to listen before they begin to speak in English.  The first words have been changed from ‘At Level …’ to ‘By the end of Level …’ in recognition of the expectation that these are skills and knowledge to be assessed after the content descriptions have been taught. |

Content descriptions

**VC2 strand: Listening and Speaking**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Demonstrate attentive listening behaviour (VCEALC001) | engage in active listening  VC2EALA1L01 | Refined and the command term changed to provide guidance to teachers. |
| Respond simply to questions and prompts (VCEALC002) | respond to simple questions and prompts  VC2EALA1L02 | Refined for clarity. |
| Negotiate simple social or learning activities (VCEALC003)  Use non-verbal language to sustain interaction with others (VCEALA009) | participate in simple social or routine learning activities by relying on key words, paralinguistic (non-verbal) communication and context  VC2EALA1L03 | Combined and revised to provide more guidance to teachers about the different ways students may demonstrate this skill. |
| Question to check meaning so as to clarify or confirm (VCEALC004) |  | Removed to reduce repetition. |
| Follow simple instructions in familiar school routines by relying on key words and non-verbal communication and context (VCEALC006) | follow a sequence of simple utterances, with teacher and contextual support  VC2EALA1L04 | Refined to demonstrate the support required to develop the skill. |
| Participate in simple and familiar songs, rhymes and chants (VCEALC007) |  | Removed to reduce repetition. |

**VC2 sub-strand: Text structures and linguistic features**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand a simple spoken text (VCEALC005)  Recognise familiar spoken texts (VCEALL015) | recognise familiar spoken texts  VC2EALA1L05 | Combined 2 content descriptions to form one to reduce repetition. |
| Communicate using short, learnt phrases (VCEALL018) | recognise and use a small range of simple sentence patterns  VC2EALA1L06 | Revised to provide more guidance to teachers. |
| Construct simple subject–verb–object sentences that mostly use present tense (VCEALL019) | construct simple subject–verb–object sentences  VC2EALA1L07 | Refined to simplify for teachers. |
| Demonstrate variable placement of common adjectives to describe or add emphasis (VCEALL023) | demonstrate variable placement of common adjectives and adverbs to describe or add emphasis  VC2EALA1L08 | Revised to include ‘adverbs’ to provide more explicit guidance to teachers. |
| Recognise and use words from lexical sets related to immediate communicative need, interest or experience (VCEALL026) | recognise and use words related to immediate communicative needs, interests or experiences  VC2EALA1L09 | Refined to limit the use of technical vocabulary to support out-of-field teachers. |
|  | use comprehensible pronunciation to blend, segment and manipulate familiar words  VC2EALA1L10 | New content description. Provides explicit guidance to teachers. |
| Recognise ways intonation is used to enhance meaning or distinguish statements from questions (VCEALL029)  Recognise simple questions and instructions through intonation and context (VCEALL017) | recognise ways that sentence stress and intonation are used to enhance meaning or distinguish statements from questions  VC2EALA1L11 | Combined 2 content descriptions to form one to reduce repetition. |
| Engage in simple, short dialogues and initiate short utterances using a range of formulas appropriate for different purposes and functions (VCEALL016) |  | Removed to reduce repetition. |
| Use a small range of grammatical patterns (VCEALL020) |  | Removed to reduce repetition. |
| Understand the tense of statements or instructions by using time references (VCEALL021) |  | Removed to reduce repetition. |
| Express simple negation with varying accuracy (VCEALL022) |  | Removed to reduce repetition. |
| Understand gender in common personal and possessive pronouns (VCEALL024) |  | Removed to reduce repetition. |
| Borrow key words from previous speaker (VCEALL025) |  | Removed to reduce repetition. |
| Imitate pronunciation, stress and intonation patterns (VCEALL027) |  | Removed to reduce repetition. |
| Use intelligible pronunciation but with many pauses and hesitations (VCEALL028) |  | Removed to reduce repetition. |

**VC2 sub-strand: Plurilingual and cultural strategies**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand when a response is required and attempt to respond using either known words or non-verbal language (VCEALA008) | recognise when to respond in English and when to respond in home language  VC2EALA1L12 | Refined to embed plurilingual strategies into the content descriptions. |
| Use simple strategies to respond to conversation breakdown (VCEALA011) | use simple strategies to clarify spoken communication and respond to misunderstandings  VC2EALA1L13 | Revised to provide more guidance to teachers. |
| Check understanding of classroom conversations or instructions by asking other home language speakers to clarify (VCEALA014) | draw on a range of home language resources to enhance learning when listening and speaking  VC2EALA1L14 | Refined to position home language as important. |
| Use acceptable social formulas and gestures to interact appropriately in context (VCEALA010) | use a range of simple social formulas and gestures to interact with others orally  VC2EALA1L15 | Removed the term ‘acceptable’ to limit subjective terminology. |

**VC2 strand: Reading and Viewing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Read short, familiar texts (VCEALC030) |  | Removed to reduce repetition. |
| Understand aspects of simple, familiar texts (VCEALC031) | understand the main themes or ideas of short, familiar print and digital texts, with teacher support  VC2EALA1R01 | Revised to provide more guidance to teachers and to include both print and digital texts. |
|  | identify key information in simple, familiar texts, with teacher support  VC2EALA1R02 | New content description. Provides explicit information about appropriate texts at this level. |
| Identify familiar words and simple sentences and match them to images (VCEALC032) | match images to familiar words and phrases, with teacher support  VC2EALA1R03 | Revised to improve clarity and to make it explicit that students at this level will need support. |
| Show a personal response to a text (VCEALC033) |  | Removed, to be included at a higher level. |
|  | make simple predictions or inferences about a text, with teacher support  VC2EALA1R04 | * New content description. Provides more opportunity for nuanced reading of texts. |

**VC2 sub-strand: Text structures and linguistic features**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Recognise and explore different types of texts (VCEALL042) |  | Removed to reduce repetition. |
| Understand and explore the basic features of different texts (VCEALL043) | recognise the basic features of different types of texts  VC2EALA1R05 | Refined and command term changed to provide guidance to teachers. |
| Understand and use simple metalanguage for books and reading (VCEALL044) |  | Removed to reduce technical language. |
| Rely on content words to understand the main idea in a text (VCEALL045) |  | Removed because it appears in another content description. |
| Recognise familiar words and phrases (VCEALL046) | recognise a range of familiar words and phrases  VC2EALA1R06 | Revised to include ‘a range of’ to broaden the scope of what students can demonstrate. |
| Identify repetitive words or phrases in known texts (VCEALL047) |  | Removed to reduce repetition. |
| Recognise some familiar words in context (VCEALL048) |  | Removed to reduce repetition. |
| Recognise some letters of the alphabet (VCEALL049)  Identify some sounds in words (VCEALL050)  Recognise some common letters and letter patterns in words (VCEALL051) | identify some sounds in words, and some common letters and letter patterns in words  VC2EALA1R07 | Combined 3 content descriptions to form one. |
| Recognise capital letters, spaces and full stops (VCEALL052) | understand the function of capital letters, spaces and full stops  VC2EALA1R08 | Revised to create specificity. |
| Follow text with finger while reading (VCEALL053) |  | Removed to increase focus on understanding phoneme–grapheme correspondences. |
| Adopt the teacher’s intonation patterns when reading familiar texts (VCEALL054) |  | * Removed to support students’ development of own voice and to allow for accents. |

**VC2 sub-strand: Plurilingual and cultural strategies**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand the direction of English text (VCEALA034) |  | * Removed to reduce repetition. |
| Understand that texts are meaningful (VCEALA035) |  | * Removed to limit subjective terminology. |
| Identify purposes for reading, such as reading for enjoyment and reading for information (VCEALA036) |  | * Removed to limit subjective terminology. |
| Distinguish English script from non-English script (VCEALA039) | distinguish print and digital English texts from home language texts  VC2EALA1R09 | * Revised to include print and digital texts and reference to home language. |
| Select books to look at or read independently (VCEALA038) | select suitable texts for their own reading, with teacher and peer support  VC2EALA1R10 | * Revised to provide specificity for teacher guidance. |
| Use simple dictionaries and word charts (VCEALA040) |  | * Removed to reduce repetition. |
| Recall or repeat familiar or favourite parts of a text using memory or home language resources (VCEALA041) |  | * Removed to reduce repetition. |
|  | draw on a range of home language resources to enhance learning when reading and viewing  VC2EALA1R11 | * New content description. Provides more focus on home language. |
| Participate in shared reading activities (VCEALA037) | participate in shared reading activities, including reading aloud, with extensive teacher support  VC2EALA1R12 | * Revised to provide specificity for teacher guidance. |

**VC2 strand: Writing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Copy well-known symbols, words, phrases or short texts (VCEALC055) | write familiar words, phrases or short texts and write simple functional texts related to their own experience or school context, with teacher support  VC2EALA1W01 | Revised to provide specificity for teacher guidance. |
| Write simple sentences related to own experience or school context (VCEALC056) |  | Removed to reduce repetition. |
| Write a simple text that fulfils a function (VCEALC057) |  | Removed to reduce repetition. |
| Illustrate a simple text (VCEALC058) | illustrate a simple text  VC2EALA1W02 | No change. |

**VC2 sub-strand: Text structures and linguistic features**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Use a very simple text structure repeatedly (VCEALL069) | use a simple, familiar text structure repeatedly  VC2EALA1W03 | Revised to remove ‘very’ and add ‘familiar’. |
| Write simple repetitive modelled sentences (VCEALL072) | write simple, repetitive modelled sentences  VC2EALA1W04 | No change. |
| Demonstrate some control of basic verb forms (VCEALL075) | demonstrate some control of basic verb forms  VC2EALA1W05 | No change. |
| Use some common noun–verb and adjective–noun combinations (VCEALL074) | use some common noun–verb and adjective–noun combinations  VC2EALA1W06 | No change. |
| Write some high-frequency words related to personal experience and school context (VCEALL076) | write an increasing range of high-frequency words related to personal experiences and school context  VC2EALA1W07 | Revised to include ‘increasing range’ to broaden scope. |
| Spell with accuracy some consonant–vowel–consonant words and common words learnt in the classroom (VCEALL080) | accurately spell some consonant–vowel–consonant (CVC) words and common words learnt in class  VC2EALA1W08 | Revised for improved clarity. |
| Experiment with some familiar punctuation (VCEALL079) | use common familiar punctuation  VC2EALA1W09 | Revised to replace ‘experiment’ with ‘use’. |
| Show evidence of layout or planning in writing (VCEALL070) |  | Removed to reduce repetition. |
| Label drawings of everyday personal activities using language learnt in the classroom (VCEALL071) |  | Removed to reduce repetition. |
| Write sentences or phrases that reflect own oral structures (VCEALL073) |  | Removed to reduce repetition. |
| Write new words with an initial letter or several letters (VCEALL077) |  | Removed to reduce repetition. |
| Use appropriate letter size, spacing and letter formation (VCEALL078) |  | Removed to reduce repetition. |
| Use some conventions for printed English (VCEALL081) |  | Removed to reduce repetition. |
| Use basic keyboard skills to write personally significant words and simple modelled sentences (VCEALL082) |  | Removed to reduce repetition. |

**VC2 sub-strand: Plurilingual and cultural strategies**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Respond to the terms ‘writing’ and ‘drawing’ appropriately (VCEALA059) | respond to the terms ‘writing’ and ‘drawing’ appropriately, with teacher support  VC2EALA1W10 | * Revised for improved clarity. |
| Recognise the importance of accurate reproduction of letters and words (VCEALA060) |  | Removed to reduce repetition. |
|  | actively engage in improving writing, with teacher support  VC2EALA1W11 | * New content description. Provides focus on support required. |
|  | draw on a range of home language resources to enhance learning when writing  VC2EALA1W12 | * New content description. Provides focus on home language. |
| Contribute ideas, words or sentences to a class or group shared story (VCEALA062) | contribute ideas, words or sentences to a class or group shared story, with teacher support  VC2EALA1W13 | * Revised to include ‘with teacher support’. |
| Choose a topic to write or draw about (VCEALA061) |  | Removed to reduce repetition. |
| Reread own texts or sentences written by another (VCEALA063) |  | Removed to reduce repetition. |
| Handwrite, draw or choose materials with particular care when writing for special purposes (VCEALA064) |  | Removed to reduce repetition. |

## Level A2

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Speaking and Listening  At Level A2 students communicate in an expanding range of predictable social and learning situations. They express ideas and identify key points of information in classroom discussions about familiar topics, and in new topics when they are well supported by visual material, an appropriate pace of delivery, and discussion that links their prior knowledge to the new context. They follow a short sequence of instructions related to classroom procedures and learning activities. They negotiate familiar social and learning situations, using English appropriate to the situation. They adjust their speech choices in response to audience and topic. They combine known conversational formulas and vocabulary, including some from texts read in class, and apply some grammatical rules to make original utterances of varying grammatical accuracy. They sustain communication by negotiating turn-taking and by using strategies such as asking a speaker to repeat or to speak slowly, or asking what a word means.  Reading and Viewing  At Level A2 students read and respond to a wide range of familiar texts. These texts may be print or digital texts, including visual, multimodal or interactive texts.  Students predict, ask questions, retell and talk about texts read and viewed in class. With support, they read a range of topic-related classroom texts. They can read familiar texts with some fluency. They read back their own writing or own sentences recorded by another. They use texts purposefully, following simple procedural texts and finding basic information in texts. They discuss simply the events in texts and characters’ feelings and actions. They identify the purposes of familiar text types including classroom texts, simple stories and factual texts. They use their developing knowledge of context, sound–symbol relationships, word patterns and text structure to read simple familiar and unfamiliar texts. They interpret simple images and identify the layout of a range of text types.  Writing  At Level A2 students communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modelled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral base and reading repertoire when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use some common irregular past tense verbs correctly, and link clauses using basic conjunctions and connectives. They attempt to spell new words, based on known spelling patterns and base words. They use vocabulary lists, modelled texts and familiar books to find how to write new words. They write letters legibly and make some changes to their texts when editing. They use advanced features of software applications to write and present their texts. | By the end of Level A2, students demonstrate the following skills in English as an Additional Language.  **Listening and Speaking**  Students communicate in a range of predictable and familiar social and learning situations. They express ideas and identify key points of information in classroom discussions about familiar topics, and about new topics when they are well supported by visual material, an appropriate pace of delivery, and discussion that links their prior knowledge to the new context. They follow a short sequence of instructions related to classroom procedures and learning activities. They negotiate familiar social and learning situations, using English appropriate to the situation. They adjust their speech choices in response to audiences and topics. They combine known conversational formulas and vocabulary, including some from texts read in class, and apply grammatical rules to make original utterances of varying grammatical accuracy. They sustain communication by negotiating turn-taking and by using strategies such as asking a speaker to repeat or to speak slowly, or by asking what a word means.  **Reading and Viewing**  Students read and respond to a wide range of familiar print or digital texts, including visual, multimodal and interactive texts. They predict, ask questions, retell and talk about texts read and viewed in class. With support, students read a range of topic-related classroom texts. They can read familiar texts with some fluency. They read back their own writing or their own sentences recorded by another student. They use texts purposefully, following simple procedural texts and finding basic information in texts. They discuss the events and characters’ feelings and actions in texts. They identify the purposes of familiar text types, including classroom text, simple story and factual text. They use their developing knowledge of context, phoneme–grapheme correspondences, word patterns and text structure to read simple texts, both familiar and unfamiliar. They interpret simple images and identify the layout of a range of text types.  **Writing**  Students communicate ideas, events and experiences through simple texts based on familiar **spoken** and written language. They write for a variety of personal and classroom purposes, using known and modelled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral and reading skills when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use some common irregular past tense verbs correctly, and link clauses using basic conjunctions and connectives. They make plausible attempts to spell unfamiliar words, based on known spelling patterns and base words. They use vocabulary lists, modelled texts and familiar books to find out how to write unfamiliar words. They write letters legibly, include some punctuation and make some changes to their texts when editing. They use digital resources to write and present their texts. | The structure has been retained (language modes) with clear throughlines of the skills sets identified under each language mode.  The first strand has been renamed ‘Listening and Speaking’ as EAL students first learn to listen before they begin to speak in English.  The first words have been changed from ‘At Level …’ to ‘By the end of Level …’ in recognition of the expectation that these are skills and knowledge to be assessed after the content descriptions have been taught. |

Content descriptions

**VC2 strand: Listening and Speaking**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Demonstrate active listening and follow speech (VCEALC083) | listen actively  VC2EALA2L01 | Refined to reduce wordiness. |
| Understand key information in a short spoken or multimodal text (VCEALC087) | understand key information in a short spoken or multimodal text  VC2EALA2L02 | No change. |
| Negotiate familiar social and learning situations using language appropriate to the situation (VCEALC085) | negotiate familiar social and learning situations using language appropriate to the situation  VC2EALA2L03 | No change. |
| Predict meaning from context in simple interactions or spoken texts (VCEALC086) |  | Removed because it appears in another content description. |
| Follow a short sequence of instructions related to classroom procedures or learning activities (VCEALC088)  Respond appropriately in a range of common social and classroom situations (VCEALC084) | respond to and produce a short sequence of simple utterances, with teacher support  VC2EALA2L04 | Combined 2 content descriptions to form one. |
| Participate in class performances of songs, poems and rhymes (VCEALC089) |  | * Removed to reduce repetition. |

**VC2 sub-strand: Text structures and linguistic features**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify a number of spoken text types and forms (VCEALL097) | identify a number of spoken text types and forms  VC2EALA2L05 | No change. |
| Use common time and sequence markers to link ideas in speech (VCEALL098) | recognise and use a small range of sentence forms, including common time and sequence markers to link speech  VC2EALA2L06 | Revised to provide further guidance for teachers. |
| Recognise questions or statements through word order and vocabulary, as well as through intonation (VCEALL099) |  | Removed to reduce repetition. |
| Combine known formulas, structures and other vocabulary to communicate (VCEALL100) |  | Removed to reduce repetition. |
| Construct a small range of sentence forms (VCEALL101) |  | Removed to reduce repetition. |
| Apply some grammatical rules but may overgeneralise for irregular forms (VCEALL102) |  | Removed because it appears in another content description. |
| Use a small range of common verb forms accurately (VCEALL103) | recognise and use a small range of common verb forms accurately  VC2EALA2L07 | Revised to include ‘recognise’. |
|  | recognise and use a number of different phrase forms  VC2EALA2L08 | New content description. Provides opportunity to work with phrases rather than full sentences. |
| Express simple negation correctly (VCEALL104) |  | Removed to reduce repetition. |
| Understand phrases describing place or location (VCEALL105) |  | Removed to reduce repetition. |
| Regularly use correct personal and possessive pronouns (VCEALL106) |  | Removed to reduce repetition. |
| Identify key words and ideas from short, familiar spoken texts supported by context (VCEALL107) | identify key words and ideas from short, familiar spoken texts supported by context  VC2EALA2L09 | No change. |
| Use words learnt from a range of classroom and social contexts (VCEALL108) |  | Removed to reduce repetition. |
| Repeat or modify a sentence or phrase, modelling rhythm, intonation and pronunciation on the speech of others (VCEALL109) |  | Removed to reduce repetition. |
| Identify and produce phonemes in blends or clusters at the beginning and end of syllables (VCEALL110) | use pronunciation accurately, including words with consonant blends at the beginning and end, and words with more than one syllable  VC2EALA2L10 | Revised to provide further guidance for teachers. |
| Employ communicative strategies to enhance meaning (VCEALL111) | use a range of stress and intonation patterns to enhance meaning  VC2EALA2L11 | Revised to provide further guidance for teachers. |

**VC2 sub-strand: Plurilingual and cultural strategies**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Adjust speech to suit the audience and purpose (VCEALA090) |  | * Removed to align with new terminology around listening and speaking. |
|  | identify basic differences between spoken English and home language(s)  VC2EALA2L12 | * New content description. Validates the importance of home language. |
| Use a repertoire of common classroom formulas (VCEALA092) |  | Removed to reduce repetition. |
| Use a small range of strategies to negotiate meaning in conversation (VCEALA093) | use a range of strategies to self-assess and negotiate spoken communication  VC2EALA2L13 | Revised to remove ‘small’ and include ‘self-assess’. |
| Transfer knowledge of spoken discourse patterns from home language to English, with some issues of cultural appropriateness (VCEALA094) | draw on a wide range of home language resources when listening and speaking  VC2EALA2L14 | Refined to be more targeted. |
| Initiate and maintain simple conversations with others (VCEALA091) | initiate and maintain simple spoken interactions with others  VC2EALA2L15 | * Revised to replace ‘conversations’ with ‘spoken interactions’. |
| Use sentence patterns from home language to communicate ideas (VCEALA095) |  | Removed to reduce repetition. |
| Ask for translation of specific words from other home language speakers (VCEALA096) |  | Removed because translation is now embedded in Pathway C. |

**VC2 strand: Reading and Viewing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand a small range of simple, familiar texts (VCEALC112) | understand the themes or main ideas of a small range of simple, familiar texts  VC2EALA2R01 | * Revised to provide greater specificity. |
| Understand information in texts read and viewed in class (VCEALC113) | understand information in texts read and viewed in class  VC2EALA2R02 | * No change. |
| Understand how different types of images in texts contribute to meaning (VCEALA116) | understand how different types of images in texts contribute to meaning  VC2EALA2R03 | No change, except for changing the sub-strand. In Version 1.0 this content description was in the sub-strand ‘Cultural understandings’. Its move reflects the changes to the sub-strands. |
| Use knowledge of context, text structure and language to understand literal and inferred meanings (VCEALC114) | use knowledge of context, text structure and language to understand literal meaning  VC2EALA2R04 | * Revised to remove ‘inferred meanings’ as this higher order thinking was too high for the level. |
| Respond to texts in personal and creative ways (VCEALC115) |  | Removed to reduce repetition. |

**VC2 sub-strand: Text structures and linguistic features**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify and compare differences in text genres (VCEALL123) | identify differences in text genres  VC2EALA2R05 | * Revised to remove ‘and compare’ as this was a tautology. |
| Understand and use the basic features of different texts (VCEALL124) |  | * Removed to reduce repetition. |
| Understand and use a small range of metalanguage for elements of texts (VCEALL125) |  | * Removed to limit use of technical language. |
| Focus on both content and functional words to understand the main idea in a text (VCEALL126) |  | * Removed because it appears in another content description. |
| Use developing knowledge of English to predict some words or phrases (VCEALL127) |  | * Removed to reduce repetition. |
| Read familiar phrases and sentences with fluency (VCEALL128) |  | * Removed to reduce repetition. |
| Recognise a small range of familiar words in different contexts (VCEALL129) | recognise an increasing number of high-frequency words in different contexts  VC2EALA2R06 | * Revised to provide greater specificity. |
| Recognise all letters of the alphabet (VCEALL130) |  | * Removed to align with the introduction of phonics. |
| Relate most letters of the alphabet to sounds (VCEALL131) |  | * Removed to align with the introduction of phonics. |
| Use knowledge of letters and sounds to read a new word or locate key words (VCEALL132) | use knowledge of letters and sounds to read an unfamiliar word or locate key words  VC2EALA2R07 | * Revised to replace ‘new’ with ‘unfamiliar’ to capture the subtle differences in the meaning of both words. |
| Recognise that full stops and question marks separate text (VCEALL133) | recognise that full stops and question marks separate text  VC2EALA2R08 | * No change. |
| Sub-vocalise when reading silently (VCEALL134) |  | * Removed to align with the changes made to ‘Listening and Speaking’. |
| Read familiar texts with some fluency (VCEALL135) |  | * Removed to align with the changes made to ‘Listening and Speaking’. |

**VC2 sub-strand: Plurilingual and cultural strategies**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand that the purpose of a text is reflected in its form (VCEALA117) |  | Removed because it appears in another content description. |
| Understand that texts can reflect a variety of ideas and perspectives (VCEALA118) |  | Removed because it appears in another content description. |
|  | compare English and home language print and digital texts, with teacher support  VC2EALA2R09 | * New content description. Recognises the value of home language. |
| Select suitable books to read (VCEALA120) | select suitable texts for their own reading, and read, with some teacher support  VC2EALA2R10 | * Revised to provide greater specificity. |
| Locate words in a bilingual dictionary or in class word lists (VCEALA121) | draw on a wide range of home language resources when reading and viewing  VC2EALA2R11 | * Revised to identify ‘home language’ as a resource. |
| Participate in simple group activities based on shared texts (VCEALA119) | contribute to shared reading activities, including reading texts aloud  VC2EALA2R12 | * Revised to provide greater specificity. |
| Relate something from a text to own experience (VCEALA122) |  | * Removed to reduce repetition. |

**VC2 strand: Writing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Write short, simple texts independently (VCEALC136) | write short, simple narrative and information texts based on personal and learnt texts, and more complex texts, with teacher support  VC2EALA2W01 | * Revised to provide greater specificity. |
| Write beyond the immediate environment and beyond known language with support from the teacher (VCEALC137) |  | * Removed because of wordiness. |
| Write a small range of everyday texts and personal texts (VCEALC138) |  | Removed to reflect the different texts introduced into Version 2.0. |
| Illustrate texts purposefully (VCEALC139) | illustrate a variety of written texts  VC2EALA2W02 | Refined to remove subjective terminology. |

**VC2 sub-strand: Text structures and linguistic features**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Use a variety of simple text structures (VCEALL149) | use a variety of simple text structures  VC2EALA2W03 | No change. |
| Write sustained texts using sentences based on simple repetitive, modelled patterns (VCEALL151) | write sustained texts using sentences based on simple, repetitive, modelled patterns  VC2EALA2W04 | No change. |
| Use a small range of basic verb forms accurately (VCEALL154) | use a small range of basic verb forms accurately  VC2EALA2W05 | No change. |
| Write common nouns and adjectives in the correct order in formulaic structures (VCEALL153) | write common nouns and adjectives in the correct order in formulaic structures  VC2EALA2W06 | No change. |
| Use high-frequency words encountered in classroom activities (VCEALL155) | use high-frequency words encountered in classroom activities  VC2EALA2W07 | No change. |
| Use some curriculum or content area vocabulary (VCEALL156) |  | Removed to reduce repetition. |
| Write legibly (VCEALL157) |  | Removed because it appears in another content description. |
| Spell with accuracy familiar words and words with common letter patterns (VCEALL159) | accurately spell familiar words and words with common letter patterns  VC2EALA2W08 | Refined to make the content description more focused. |
| Use some punctuation consistently (VCEALL158) | use some punctuation consistently  VC2EALA2W09 | No change. |
| Adjust size of writing, colour, layout and choice of media to support meaning (VCEALL160) |  | Removed to align with the shift in language away from using the term ‘media’ in this context. |
| Use keyboard skills to write short, simple texts (VCEALL161) |  | Removed because keyboard skills are taught and assessed in the Digital Technologies curriculum. |

**VC2 sub-strand: Plurilingual and cultural strategies**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Make a simple plan before writing (VCEALL150) | plan writing using language that largely reflects features of spoken language  VC2EALA2W10 | * In Version 1.0 this content description was in the sub-strand ‘Text structure and organisation’. Its move reflects the changes made to the strands. |
|  | edit writing, with teacher support  VC2EALA2W11 | * New content description. Highlights importance of editing skills but acknowledges that students at this level still require support. |
|  | draw on a wide range of home language resources when writing  VC2EALA2W12 | * New content description. Embeds the importance of home language. |
| Write simple sentences with minimal reliance on copying (VCEALA140) |  | Removed to reduce repetition. |
| Identify text type appropriate to the purpose (VCEALA141) |  | Removed to reduce repetition. |
| Contribute to shared writing activities (VCEALA142) | contribute to shared writing activities  VC2EALA2W13 | No change. |
| Demonstrate understanding that handwritten texts usually need to be planned, edited and presented (VCEALA143) |  | Removed to reduce repetition. |
| Use a range of writing implements and writing styles for different purposes (VCEALA144) |  | Removed to reduce repetition. |
| Model writing on other texts (VCEALA145) |  | Removed to reduce repetition. |
| Use a range of resources to find words or phrases for own writing (VCEALA146) |  | Removed to reduce repetition. |
| Show interest in patterns of spelling (VCEALA147) |  | Removed to reduce repetition. |
| Understand a small range of terminology of writing (VCEALA148) |  | Removed to reduce repetition. |
| Write sentences and phrases that reflect simple written-like structures (VCEALL152) |  | Removed to reduce repetition. |