# English as an Additional Language, Pathway B: Mid-immersion (Years 3–6) – comparison of curriculums

## Level BL

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
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| Speaking and ListeningAt Level BL students communicate simply but effectively in familiar, social and classroom contexts, using simple formulaic and some creative structures. They learn through English that is well supported by context. They contribute relatively complex ideas through simple English, and use simple English to respond to the ideas of others.Students’ oral expression in English is characterised by short utterances, varying grammatical accuracy, simple subject–verb–object construction and over-generalisation of rules. They use common adjectives and adverbs to describe or add emphasis. They use repetitive grammar patterns copied from stories, songs, rhymes or other short texts. Students’ pronunciation, stress and intonation are comprehensible but carry elements of home language pronunciation. They use some basic communication strategies, asking for repetition, and questioning to check, clarify or confirm understanding. They use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate.Reading and ViewingAt Level BL students read a wide range of familiar, short, simple, repetitive fictional and everyday texts, and complete basic structured activities based on them. These texts may be print or digital, including visual, multimodal and interactive.Students retell a simple and familiar story, and sequence a process with sentences and pictures. They show early understanding that texts are written for a variety of purposes. They show beginning understanding of the letter–sound relationships of English. They read some familiar words and phrases in context, and recognise, name and know the sounds related to all letters and some common letter groups. They recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud. They focus on illustrations and other non-written features when reading. They use word lists and simple dictionaries to assist them to read new words.WritingAt Level BL students communicate their ideas and experiences simply through written, drawn, copied or dictated texts. They contribute to whole-class or small-group shared writing activities. They demonstrate an early awareness that written texts in English are presented according to certain conventions, which change according to context and purpose. They write simple sequenced descriptions, recounts and procedures, following models. They write or draw for specific audiences.Students’ writing reflects their oral structures. They link ideas using common conjunctions and show awareness of the uses of basic punctuation. They demonstrate knowledge of some English letter–sound relationships and spelling of high-frequency words, and show evidence of some planning. They model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using images and asking how to write a word. They begin to form letters and place text appropriately. They copy texts using computer software applications. | By the end of Level BL, students demonstrate the following skills in English as an Additional Language.**Listening and Speaking**Students communicate in familiar social and classroom contexts, using simple formulaic and some creative structures. They understand spoken English that is supported by teacher direction and cues from classroom context. They contribute relatively complex ideas through simple spoken English, and use simple English to respond to the ideas of others. This is achieved through continuing support and scaffolding from teachers and English-speaking peers who provide authentic interactions and space to practise English. Peers who speak home language(s) also offer shared translation opportunities. This supports students to make connections between their home language(s) and their developing English language skills.Students use short utterances and simple subject–verb–object constructions. They use common adjectives and adverbs to describe or add emphasis. They use repeated grammar patterns copied from stories, songs, rhymes or other short texts. Students’ pronunciation, stress and intonation are comprehensible but carry elements of home language pronunciation. They use some basic communication strategies, such as asking for repetition, and by questioning to check, clarify or confirm understanding. They use some basic strategies to initiate and sustain simple conversations in English, including restating, repeating or re-pronouncing as appropriate.**Reading and Viewing**Students read a variety of short, simple, familiar, repetitive fiction and everyday texts in print and digital form, including visual, multimodal and interactive texts. They complete basic structured activities for the texts they read. Students retell simple, familiar stories, and sequence a process using simple sentences and pictures. They understand that texts are written for a variety of purposes. They understand the basic phoneme–grapheme correspondences of English. Students read some familiar words and phrases in context. They recognise, name and know the sounds related to all letters and some common letter groups. They recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud. They focus on illustrations and other non-written features when reading. They use vocabulary lists and simple pictorial and bilingual dictionaries to assist them to read unfamiliar words.**Writing**Students communicate their ideas and experiences simply through written, drawn, copied or dictated texts. They contribute to whole-class or small-group shared writing activities. They understand that written texts in English comprise specific conventions, which change according to context and purpose. They write simple sequenced descriptions, recounts and procedures, following models. They write or draw for specific audiences. Students engage in a variety of writing activities where they develop ideas with peers, seek feedback from teachers and use model texts to inform their own writing.Students’ writing reflects the text structures and linguistic features of their spoken language. They link ideas using common conjunctions, and understand the purpose of basic punctuation and use it in their texts. They demonstrate knowledge of some English phoneme–grapheme correspondences and spelling of high-frequency words, and show evidence of some planning. They model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using images and asking how to write a word. They begin to form letters and place text appropriately. They copy and write texts using digital tools. | 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 listening behaviour, attending to tone and intonation (VCEALC162) | listen attentively, attending to intonation and body language VC2EALBLL01 | Refined for clarity. |
| Respond appropriately verbally or non-verbally when spoken to (VCEALC163) | respond verbally and/or non-verbally when spoken toVC2EALBLL02 | No substantive change. |
| Negotiate familiar social situations and learning activities with the teacher or with friends (VCEALC166) | participate in highly contextualised and familiar social situations and learning activities, with significant teacher or peer supportVC2EALBLL03 | Revised to provide further guidance for teachers to emphasise the need to support students. |
|  | understand short verbal exchanges between speakersVC2EALBLL04 | New content description. Provides opportunity for students to observe speakers for comprehension purposes. |
| Ask for repetition or ask questions to check meaning or elicit help (VCEALC164) |  | Removed to reduce repetition. |
| Rely on other speakers to scaffold, interpret, clarify or elaborate short, simple conversations (VCEALC165) |  | Removed to reflect the changes to ‘Listening and Speaking’ in Version 2.0. |
| Identify basic items of information in short spoken texts (VCEALC167) |  | 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** |
| --- | --- | --- |
|  | recognise some familiar spoken textsVC2EALBLL05 | New content description. This supports the emphasis on both listening and speaking. |
| Construct two- or three-word utterances, with the support of actions, gestures or visuals (VCEALL173) | construct 2- or 3-word utterances, with the support of actions, gestures or visualsVC2EALBLL06 | No change. |
| Create original expressions, substituting new words in learnt patterns or formulas (VCEALL174) |  | Removed to reduce repetition. |
| Use a small range of learnt word patterns for appropriate purposes (VCEALL175) |  | Removed to reduce repetition. |
| Use basic verb forms in context (VCEALL176) | use basic verb forms in contextVC2EALBLL07 | No change. |
| Use common descriptive language (VCEALL177) | use common descriptive languageVC2EALBLL08 | No change. |
| Attempt basic self-correction (VCEALL178) |  | Removed because the concept has been embedded in another content description. |
| Respond to key words in a range of familiar and common spoken instructions (VCEALL179) | respond to key words in a range of familiar and common situations VC2EALBLL09 | Revised to replace ‘spoken instructions’ with ‘situations’. |
| Use words from sets related to immediate communicative need, interest or experience (VCEALL180) |  | Removed to reduce duplication. |
| Use comprehensible pronunciation for familiar words (VCEALL182) | use comprehensible pronunciation for familiar wordsVC2EALBLL10 | No change. |
| Understand pronunciation and some non-verbal features (VCEALL181) | understand and use basic sentence stress, intonation and paralinguistic (non-verbal) featuresVC2EALBLL11 | 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** |
| --- | --- | --- |
| Distinguish spoken English from other languages and attempt to respond using basic English (VCEALA171) | distinguish spoken English from other languages and attempt to respond appropriatelyVC2EALBLL12 | Refined to provide broader options for a response, that is, use of home language, if appropriate. |
| Repeat or re-pronounce words or phrases, when prompted, if not understood (VCEALL183) | repeat or re-pronounce words or phrases when prompted or if not understood, and ask for helpVC2EALBLL13 | Moved from Version 1.0 sub-strand ‘Linguistic structures and features’ and ‘ask for help’ added. This supports the strengthening of this newly named sub-strand. |
| Check understanding of classroom English by asking for clarification from other home language speakers (VCEALA172) | draw on home language resources to enhance learning when listening and speakingVC2EALBLL14 | Refined to refer to home language resources more generally. |
| Participate in predictable social interactions appropriately (VCEALA168) |  | Removed to reduce repetition. |
| Take turns to speak or listen during class interactions (VCEALA169) | take turns to speak or listen during class interactionsVC2EALBLL15 | No change. |
| Use appropriate gestures and intonation for social interaction (VCEALA170) |  | Removed to reduce repetition. |

**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 the main themes or ideas of some simple, familiar texts, with teacher supportVC2EALBLR01 | New content description. Provides a clear direction about the support required by students at this level. |
|  | extract information from short, simple texts, with teacher supportVC2EALBLR02 | New content description. Provides a clear direction about the support required by students at this level. |
| Read simple, familiar texts with assistance (VCEALC184) |  | Removed to reduce repetition. |
| Understand some familiar words in different contexts (VCEALC185) |  | Removed to reduce repetition. |
| Acquire information from simple images, with teacher direction and support (VCEALC186) | extract information from simple images, with teacher direction and supportVC2EALBLR03 | Revised to replace ‘acquire’ with ‘extract’. |
| Answer simple written questions with support (VCEALC187) |  | Removed to reduce repetition. |
| Give a personal response to a text (VCEALC188) |  | Removed to reduce repetition. |
| Make simple predictions or inferences about a text, with support (VCEALC189) | make simple predictions or inferences about a text, with teacher supportVC2EALBLR04 | Revised to include ‘teacher’ to provide emphasis about the support required by students. |
| Participate in activities around class texts (VCEALC190) |  | Removed because this has been captured in another content description. |

**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 texts in different media and modes (VCEALL199) | recognise and explore texts in different media and modesVC2EALBLR05 | No change. |
| Understand and explore the basic layout and conventions of simple texts (VCEALL200) | understand and explore the basic layout and conventions of simple textsVC2EALBLR06 | No change. |
| Understand the sequence of events in a familiar text (VCEALL201) |  | Removed to reduce repetition. |
| Use basic terminology of reading (VCEALL202) |  | Removed to align with the new language around the teaching of reading. |
| Sequence words to make simple sentences (VCEALL203) | sequence words to make simple sentencesVC2EALBLR07 | No change*.* |
| Use simple present and past tense verb forms to talk about ongoing, current and past actions (VCEALL204) | use simple present and past tense verb forms to talk about ongoing, current and past actionsVC2EALBLR08 | No change*.* |
| Use some high-frequency adjective–noun and verb–adverb combinations (VCEALL205) | use some high-frequency adjective–noun and verb–adverb combinationsVC2EALBLR09 | No change*.* |
| Recognise some common words or phrases (VCEALL206) | recognise some common words or phrasesVC2EALBLR10 | No change. |
| Build a vocabulary that draws on words of interest, learnt words and sight words (VCEALL207) |  | Removed to reduce repetition. |
| Recognise the letters of the alphabet (VCEALL208) | recognise the letters and sounds of the alphabet and their basic relationshipsVC2EALBLR11 | Refined to align with the new focus on phonics in Pathway A to keep language consistent. |
| Understand the function of spaces, capital letters and full stops (VCEALL209) | recognise spaces, capital letters and full stops when readingVC2EALBLR12 | Refined to be more specific. |
| Demonstrate reading-like behaviour (VCEAL210) |  | Removed to align with the new language around the teaching of reading. |
| Attempt to self-correct (VCEALL211) |  | Removed to reduce repetition. |
| Locate letters on a keyboard (VCEALL212) |  | Removed because keyboard skills are taught and assessed in the Digital Technologies curriculum*.* |
| Revisit familiar texts to develop accurate and fluent reading (VCEALL213) |  | Removed because this has been captured in another content description. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Show awareness that texts convey meaning (VCEALA191) |  | Removed because of lack of clarity. |
| Show awareness of the purpose of some everyday signs and labels, such as classroom charts and stop signs (VCEALA192) |  | Removed because of narrow examples. |
| Respond to and engage with an increasing range of texts about familiar and new content (VCEALA193) |  | Removed because this has been captured in another content description. |
| Show an interest in reading books (VCEALA194) |  | Removed because this is a subjective observation. |
| Distinguish English script from non-English script (VCEALA195) | distinguish English from home language textsVC2EALBLR13 | No substantive change. |
|  | select suitable texts for their own reading, with teacher and peer support VC2EALBLR14 | New content description. Acknowledges the importance of immersion in English and the place of modelling to support development. |
| Use simple dictionaries and word charts (VCEALA196) | draw on home language resources to enhance learning when reading and viewingVC2EALBLR15 | Revised to emphasise home language as a resource. |
|  | participate in shared reading activities, with teacher supportVC2EALBLR16 | New content description. Builds on the notion of collaboration and learning as a relational activity. |
| Engage with a small range of picture books in the classroom (VCEALA197) |  | Removed because this has been captured in another content description*.* |
| Make simple connections between personal experience and familiar stories (VCEALA198) |  | Removed because this has been captured in another content description. |

**VC2 strand: Writing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
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| Copy words, phrases or sentences accurately and carefully (VCEALC216) | copy words, phrases or sentences accurately and carefullyVC2EALBLW01 | No change. |
| Write some familiar words and complete simple, repetitive modelled sentences in writing (VCEALC217) | write some familiar words and complete simple, repetitive modelled sentences in writingVC2EALBLW02 | No change. |
| Express imaginative or personal ideas in simple forms of writing (VCEALC218) | express imaginative ideas in simple forms of writingVC2EALBLW03 | No substantive change. |
| Use drawings, symbols, strings of letters and some words in own written work (VCEALC214) |  | Removed because this has been captured in another content description where the language is consistent with the focus on phonics in Pathway A. |
| Draw pictures to communicate activities or events and orally dictate sentences for the teacher to record (VCEALC215) | draw pictures to communicate activities or events and orally dictate sentences for the teacher to recordVC2EALBLW04 | 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** |
| --- | --- | --- |
| Write or dictate in sentences or phrases that match oral sentence structures (VCEALL227) |  | Removed because this has been captured in another content description and the language has shifted around the description of spoken language. |
| Write very short, simple texts (VCEALL228) | write very short, simple textsVC2EALBLW05 | No change. |
| Sequence a small number of ideas simply (VCEALL229) | sequence a small number of ideas VC2EALBLW06 | No substantive change. |
| Write sentences that may not follow standard word order (VCEALL230) |  | Removed because this has been captured in another content description. |
| Use basic verbs (VCEALL231) | use basic verbsVC2EALBLW07 | No change. |
| Use basic descriptive words (VCEALL232) | use basic descriptive wordsVC2EALBLW08 | No change. |
| Use basic conjunctions to connect ideas (VCEALL233) |  | Removed because this has been captured in another content description. |
| Use high-frequency words accurately, although sometimes repetitively (VCEALL234) | use high-frequency words accurately, although sometimes repetitivelyVC2EALBLW09 | No change. |
| Use topic-specific vocabulary encountered in classroom activities (VCEALL235) |  | Removed because this has been captured in another content description. |
| Apply common conventions when copying or writing texts (VCEALL236) |  | Removed because this has been captured in another content description. |
| Spell a number of high-frequency words accurately (VCEALL237) | spell a number of high-frequency words accuratelyVC2EALBLW10 | No change. |
| Copy basic punctuation as part of writing work (VCEALL238) | copy basic punctuation as part of writing VC2EALBLW11 | No change. |
| Demonstrate basic keyboard skills (VCEALL239) |  | 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** |
| --- | --- | --- |
| Understand the difference between writing and drawing, and that writing changes according to context and purpose (VCEALA219) | understand the difference between writing and drawing, and that writing changes according to context and purposeVC2EALBLW12 | No change. |
| Create basic texts, with support and modelling (VCEALA220) |  | Removed to reduce repetition. |
| Rewrite following explicit correction (VCEALA222) | rewrite following explicit correctionVC2EALBLW13 | No change. |
| Use home language and/or mime to seek assistance from teachers or peers with writing English words or phrases (VCEALA223)Rely on memorisation and/or home language to retrieve new words and structures (VCEALA224)Use home language to express ideas (VCEALA225) | draw on home language resources to enhance learning when writingVC2EALBLW14 | Combined 3 content descriptions to form one. |
| Contribute ideas to shared writing activities (VCEALA221) | participate in shared writing activitiesVC2EALBLW15 | Refined to emphasise collaboration. |
| Initiate and practise writing tasks (VCEALA226) |  | Removed because this has been captured in another content description. |

## Level B1

Achievement standard

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| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Speaking and ListeningAt Level B1 students communicate verbally and non-verbally in routine social and classroom situations, understanding controlled English that is supported by its immediate context. They use formulas, well-rehearsed and common sentence patterns, and short, simple utterances to contribute relatively complex ideas, usually concerning concrete subject matter.Students follow simple instructions, answer predictable questions, make basic requests and express needs simply. Students show initial understanding that English changes according to context and audience, and modify their use of English in response to a range of familiar classroom and social purposes. They use appropriate social formulas and non-verbal language. Students’ utterances are characterised by varying grammatical accuracy. They use common adjectives and adverbs to describe or add emphasis. Students use basic communication strategies, asking for repetition, and questioning to clarify and confirm understanding. They restate simply, repeat or re-pronounce when necessary.Reading and ViewingStudents working at Level B1 read short familiar texts, based on simple language structures and features, common vocabulary and familiar contexts. They retell simply, predict likely outcomes, sequence ideas, and complete basic comprehension activities. These texts may be print or digital, including visual, multimodal and interactive.Students show understanding of the basic purposes of texts, and choose texts appropriately. With support, they read and gather basic information from simple, accessible texts. They combine their basic knowledge of English letter–sound relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of text organisation, and their emerging knowledge of English grammar as they read. They use appropriate intonation and phrasing when reading aloud, showing an understanding of the text’s meaning and the function of basic punctuation. Students show a beginning understanding of the purposes of text organisational features such as headings, labels, diagrams and contents pages.WritingAt Level B1 students write and present simple texts for a variety of basic classroom and personal purposes. With support, they communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports. Students use some of the basic structures and features common to these text types, demonstrating their beginning awareness that purpose influences the way texts are written and presented.Students’ written texts incorporate the basic grammatical features of their spoken English. They spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English letter–sound relationships. They use some simple strategies for spelling words, such as checking word lists or books. With support, students plan and edit their texts, providing additional information through visual images. They use the basic features of computer software applications to write and present their texts. | By the end of Level B1, students demonstrate the following skills in English as an Additional Language.**Listening and Speaking**Students communicate verbally and non-verbally in routine and familiar social and classroom situations, supported by cues in the immediate context. They use formulas, well-rehearsed and common sentence patterns, and short, simple utterances to contribute relatively complex ideas, usually about concrete subject matter.Students follow simple instructions, answer predictable questions, make basic requests and express their needs using simple sentences. They understand that English changes according to context and audience, and they modify their use of English in response to a range of familiar classroom and social purposes. They use appropriate social formulas and non-verbal language. Their utterances are characterised by varying grammatical accuracy. They use common adjectives and adverbs to describe or add emphasis. They use basic communication strategies, asking for repetition and questioning to clarify and confirm understanding. They restate their ideas and repeat or re-pronounce key words when necessary.**Reading and Viewing**Students read short, familiar print and digital texts, including visual, multimodal and interactive texts, that use simple language structures and features, common vocabulary and familiar contexts. They retell simple stories, predict likely outcomes, sequence ideas and complete basic comprehension activities. Students understand the basic purposes of texts and choose texts appropriate for their purpose. With support, they read and gather basic information from simple, accessible texts. When reading, students combine their basic knowledge of English phoneme–grapheme correspondences, their developing spoken and sight vocabulary, their knowledge of the conventions of text organisation and their knowledge of English grammar. They use appropriate intonation and phrasing when reading aloud, showing an understanding of a text’s meaning and the function of basic punctuation. They demonstrate understanding of a narrow range of text organisational features, including headings, labels, diagrams and contents pages.**Writing**Students write and present simple texts for a variety of basic classroom and personal purposes. With support, they communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports. They use some of the basic structures and features common to these text types, demonstrating a growing awareness that purpose influences the way texts are written and presented. Students’ written texts incorporate the basic grammatical features of their spoken English. They spell some common and familiar words accurately and make plausible attempts to spell unfamiliar words using known English phoneme–grapheme correspondences. They use simple strategies for spelling words, such as checking vocabulary lists or books. With support, they plan and edit their texts, providing additional information through visual images. They use a range of digital tools 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 skills, attending to tone, intonation and body language (VCEALC240) | listen actively, attending to tone, intonation and body languageVC2EALB1L01 | Refined for clarity. |
| Interact and respond appropriately verbally and non-verbally in simple conversations with teacher or peers (VCEALC241) |  | Removed because of wordiness. |
| Identify some key points of information in short spoken texts, with guidance (VCEALC245) | identify some points of information in short spoken texts, with teacher supportVC2EALB1L02 | Revised to emphasise teacher guidance required. |
| Participate in extended conversations with reliance on other speakers to scaffold, interpret, clarify or elaborate (VCEALC243) | participate in simple conversations and classroom routines, relying on other speakers to scaffold, interpret, clarify or elaborateVC2EALB1L03 | Revised to be much more specific. |
| Rehearse or role-play short scenarios or exchanges (VCEALC246) | reproduce or role-play short scenarios or exchangesVC2EALB1L04 | No change. |
| Understand the language of classroom routines (VCEALC244) |  | 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** |
| --- | --- | --- |
| Construct short utterances that use common adjectives to describe or add emphasis (VCEALL252) | construct short utterances, with contextual supportVC2EALB1L05 | Refined for clarity. |
| Use simple conjunctions (VCEALL253) | use simple conjunctionsVC2EALB1L06 | No change. |
| Use a range of learnt word patterns for appropriate purposes (VCEALL254) |  | Removed because this has been captured in another content description. |
| Use a small range of basic verb forms accurately (VCEALL255) | use a range of familiar basic verb forms accuratelyVC2EALB1L07 | Refined for clarity. |
| Use a small range of descriptive language (VCEALL256) | use a narrow range of descriptive language words and phrasesVC2EALB1L08 | Revised to provide further guidance for teachers. |
| Use the most basic forms of modality (VCEALL257) |  | Removed to reduce repetition. |
| Attempt to self-correct (VCEALL258) |  | Removed to reduce repetition. |
| Respond to key words in many common instructions (VCEALL259) |  | Removed to reduce repetition. |
| Use learnt words in speech (VCEALL260) | use a variety of key words in a range of familiar and common situations VC2EALB1L09 | Revised to provide further guidance for teachers. |
| Use comprehensible pronunciation for a range of high-frequency words learnt in class (VCEALL262) | use comprehensible pronunciation for a range of high-frequency words learnt in classVC2EALB1L10 | No change. |
| Use pronunciation and some non-verbal features to support communication (VCEALL261) | use sentence stress, intonation and other paralinguistic (non-verbal) features to support communicationVC2EALB1L11 | Revised to provide further guidance for teachers. |
| Repeat or re-pronounce words or phrases after recognising they have not been understood (VCEALL263) |  | Removed because of clunky expression. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Use appropriate social formulas (VCEALA247) |  | Removed to reduce repetition. |
| Use appropriate non-verbal communication to sustain interaction with others (VCEALA249) |  | Removed because this has been captured in another content description. |
| Distinguish spoken English from other languages and respond in English (VCEALA250) | identify differences between aspects of spoken English and other languagesVC2EALB1L12 | Revised to provide further guidance for teachers. |
| Ask for repetition or clarification to confirm understanding or elicit help (VCEALC242) | ask for repetition or clarification to confirm understanding of spoken communication and ask for helpVC2EALB1L13 | Moved from Version 1.0 sub-strand ‘Communication’ to strengthen the strategies used to support plurilingualism. |
| Check understanding of classroom English with other home language speakers (VCEALA251) | draw on a range of home language resources to enhance learning when listening and speaking VC2EALB1L14 | Refined for clarity. |
| Speak or listen appropriately during class interactions (VCEALA248) | listen and speak appropriately during small-group interactionsVC2EALB1L15 | Revised to replace ‘or’ with ‘and’. |

**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 range of simple texts based on predictable language structures and vocabulary (VCEALC264) |  | Removed because this has been captured in another content description. |
| Use key words to understand the main idea in short texts (VCEALC265) | use key words to understand the main idea in a range of simple short texts based on predictable language structures and vocabularyVC2EALB1R01 | Revised to provide further guidance for teachers. |
|  | extract some information from simple short texts, with teacher supportVC2EALB1R02 | New content description. Shows the need for teacher support at this level. |
| Acquire some information from a small range of images (VCEALC266) | extract some information from a narrow range of images, with teacher supportVC2EALB1R03 | Revised for clarity and to include ‘teacher support’. |
| Follow simple written instructions and questions with support (VCEALC267) |  | Removed to reduce repetition. |
| Provide responses to texts (VCEALC268) |  | Removed to reduce repetition. |
| Make simple predictions or inferences about a text (VCEALC269) | make simple predictions or inferences about a textVC2EALB1R04 | No change. |
| Participate in simple group activities on shared texts, with some support (VCEALC270) |  | 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 between text types (VCEALL279) | compare text types and identify differences between themVC2EALB1R05 | Revised to improve clarity. |
| Understand the purpose and basic organisational features of simple text types (VCEALL280) | understand the purpose and basic organisational features of simple text typesVC2EALB1R06 | No change. |
| Understand the sequence of key words, phrases or ideas in a familiar text (VCEALL281) | understand the sequence of key words, phrases or ideas in a familiar textVC2EALB1R07 | No change. |
| Use some of the terminology of reading (VCEALL282) |  | Removed because it is too vague. |
| Read sentences that use basic subject, verb and object patterns, where content and vocabulary are familiar (VCEALL283) | read sentences that use basic subject, verb and object patterns, where content and vocabulary are familiarVC2EALB1R08 | No change. |
| Identify simple present and past tense verbs (VCEALL284) | identify simple present and past tense verbsVC2EALB1R09 | No change. |
| Use knowledge of base words to read new forms (VCEALL285) |  | Removed because this has captured in another content description. |
| Read some familiar words and phrases (VCEALL286) | read some familiar words and phrasesVC2EALB1R10 | No change. |
| Build a vocabulary that draws on words of interest, topic words and sight words (VCEALL287) |  | Removed to reduce repetition. |
| Identify common syllables and patterns within words (VCEALL288) | identify common syllables and patterns within wordsVC2EALB1R11 | No change. |
| Recognise the function of capital letters and full stops, and use them (VCEALL289) | understand the function of spaces, capital letters and full stopsVC2EALB1R12 | Refined to move to a higher order skill. |
| Use a range of cues to support reading and viewing (VCEALL290) |  | Removed to reduce repetition. |
| Self-correct with guidance (VCEALL291) |  | Removed to reduce repetition. |
| Use basic digital technology functions (VCEALL292) |  | Removed to reduce repetition. |
| Reread familiar texts to increase accuracy and fluency and to enhance understanding (VCEALL293) |  | 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 that people read texts for a variety of purposes (VCEALA271) |  | Removed to reduce repetition. |
| Identify basic purposes and likely audiences of different text types (VCEALA272) |  | Removed to reduce repetition. |
| Respond to familiar and new content in texts (VCEALA273) |  | Removed to reduce repetition. |
| Recognise the difference between texts in English and texts in other languages (VCEALA275) | recognise key differences between texts in English and in other languagesVC2EALB1R13 | No substantive change. |
| Select suitable books to read (VCEALA274) | select suitable books to read, with teacher supportVC2EALB1R14 | Revised to include ‘teacher support’. |
| Experiment with using a picture or simple English dictionary and/or a home language–English bilingual dictionary to find words (VCEALA276) | draw on a range of home language resources to enhance learning when reading and viewingVC2EALB1R15 | Refined to reduce wordiness. |
|  | participate in teacher-led shared reading activities, relating aspects of imaginative texts to their own experienceVC2EALB1R16 | New content description. Shows the different text types to be studied. |
| Engage with a diverse range of picture books that reflect a variety of cultural beliefs, practices and views (VCEALA277) |  | Removed because this has been captured in the new sub-strand ‘Plurilingual and cultural strategies’. |
| Relate aspects of a narrative to own experience (VCEALA278) |  | 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 ‘real world’ texts (VCEALC297) | write ‘real world’ personal texts, with teacher supportVC2EALB1W01 | Revised to improve clarity and include ‘teacher support’. |
| Write simple factual texts using print and computers or other digital devices for a variety of classroom purposes (VCEALC296) | write simple information texts for a variety of classroom purposes, with teacher supportVC2EALB1W02 | Revised to remove reference to computers and digital devices. |
| Write simple imaginative or personal texts modelled on familiar forms and repetitive patterns (VCEALC298) | write simple imaginative texts modelled on familiar forms and repetitive patterns, with teacher supportVC2EALB1W03 | Revised to include ‘teacher support’. |
| Use additional information to support simple narrative or recount sentences (VCEALC295) | use images to support simple narrative or recount sentences, with teacher supportVC2EALB1W04 | Revised to include ‘teacher support’. |
| Write known phrases around familiar language (VCEALC294) |  | Removed because this has been captured in greater emphasis on home language(s). |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Organise some subject matter and write according to the structure of the text type, using modelled forms and repetitive patterns (VCEALL307) | organise some subject matter and attempt to write paragraphs and topic sentences, using modelled forms and repetitive patternsVC2EALB1W05 | Revised to provide specificity. |
| Attempt to write paragraphs and topic sentences (VCEALL308) |  | Removed to reduce repetition. |
| Sequence ideas simply, using short sentences or statements (VCEALL309) | sequence ideas using short sentences or statementsVC2EALB1W06 | Revised to remove ‘simply’. |
| Use simple sentences and phrases with correct subject–verb–object pattern (VCEALL310) |  | Removed to align with the new language around phonics. |
| Use common verb forms correctly (VCEALL311) | use common verb forms correctlyVC2EALB1W07 | No change. |
| Use a small range of simple descriptive phrases (VCEALL312) | use a narrow range of simple descriptive phrasesVC2EALB1W08 | Revised to replace ‘small’ with ‘narrow’. |
| Use some conjunctions to connect ideas within a sentence (VCEALL313) |  | Removed to make language consistent with the introduction of phonics. |
| Use formulaic structures (VCEALL314) |  | Removed because it lacks specificity. |
| Incorporate learnt vocabulary into writing (VCEALL315) | incorporate learnt vocabulary into writingVC2EALB1W09 | No change. |
| Use repetition for effect (VCEALL316) |  | Removed because it lacks specificity. |
| Use simple layouts to present texts logically (VCEALL317) |  | Removed because it lacks specificity about layouts. |
| Spell accurately common words encountered in the classroom (VCEALL318) | spell common words encountered in class accuratelyVC2EALB1W10 | Revised to improve clarity. |
| Use basic punctuation, such as full stops and capital letters, appropriately (VCEALL319) | use basic punctuation, such as spaces, full stops and capital letters, appropriatelyVC2EALB1W11 | Revised to include ‘spaces’. |
| Use basic software functions to present text (VCEALL320) |  | 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** |
| --- | --- | --- |
| Write using language that largely reflects features of spoken language (VCEALA299) | write using language that largely reflects features of spoken languageVC2EALB1W12 | No change. |
| Create short, simple texts for particular purposes, with some support and modelling (VCEALA300) |  | Removed to align with the new language around teacher support in Version 2.0. |
| Rewrite after correction, discussion or prompting (VCEALA302) | rewrite after correction, discussion or promptingVC2EALB1W13 | No change. |
| Ask how to write certain home language words in English (VCEALA303)Translate literally from home language to English (VCEALA305) | draw on a range of home language resources to enhance learning when writingVC2EALB1W14 | Revised to refer to home language resources more broadly. |
| Contribute to shared simple brainstorming of ideas and identify relevant vocabulary to be incorporated into the written work (VCEALA301) | contribute ideas to shared writing activitiesVC2EALB1W15 | Refined to emphasise collaboration. |
| Employ a range of strategies to understand new or unknown words (VCEALA304) |  | Removed to reduce repetition. |
| Engage with a range of writing tasks (VCEALA306) |  | Removed because of lack of specificity. |

## Level B2

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Speaking and ListeningAt Level B2 students communicate and learn English in predictable social and learning situations, understanding some de-contextualised English and expressing simple messages in basic English. They negotiate simple transactions and ask and answer basic questions on familiar topics, using familiar structures.They identify and describe people, places and things using simple vocabulary. They describe a series of events or actions using some detail. They initiate and manage interactions appropriately in a range of familiar contexts. They understand instructions, recounts and explanations when supported by clear contexts. They use simplified English, with varying grammatical accuracy, combining known formulas, learnt grammatical features and new vocabulary to construct new utterances. They use basic time and sequence markers and simple negative forms. They use verb endings with some consistency. They use some of the terminology of new topics. They pronounce familiar words comprehensibly. They employ basic strategies to sustain and enhance communication in English.Reading and ViewingAt Level B2 students read familiar and unfamiliar texts containing predictable structures and familiar vocabulary. These texts may be print or digital, including visual, multimodal and interactive.Students follow simple written instructions and questions. They identify the basic purposes of simple texts, and recognise the basic stages of common text types. They use their developing vocabulary and their knowledge of sentence structure and English letter–sound relationships to predict and self-correct. They modify intonation to differentiate questions, exclamations or dialogue when reading aloud. They follow simple time and logical relationships between events and ideas expressed by common cohesive devices. They sequence sentences from known texts or a text on a familiar topic or experience. Students use simple strategies to assess text difficulty and to choose new texts to read.WritingAt Level B2 students write for a range of purposes on familiar topics. They write simple, organised texts demonstrating a developing use of specific vocabulary and simple sentence structures. Their writing demonstrates an understanding of the purposes of common text types, and their structures and features.Students’ written texts include basic information and detail. They use a number of common conjunctions to link ideas, using pronoun references with some noun–pronoun agreement, simple phrases to express basic comparisons, and some basic punctuation with consistency. Their attempts to spell new words are plausible, and based on known English letter–sound relationships. They use a range of strategies for spelling words, checking word lists or keeping personal dictionaries. They base new sentences on known sentence structures. Students draw on a developing knowledge of the writing process to plan and write simple texts, and with support, redraft them. They use more advanced software functions to write, edit and present their texts. | By the end of Level B2, students demonstrate the following skills in English as an Additional Language.**Listening and Speaking**Students communicate in English in predictable social and learning situations. They understand some de-contextualised English and express simple messages in basic English. They negotiate simple transactions and ask and answer simple questions on familiar topics, using familiar response structures.Students identify and describe people, places and things using simple vocabulary. They describe a series of events or actions using some detail. They initiate and manage interactions appropriately in a range of familiar contexts. They understand instructions, recounts and explanations when contextually supported. They use simple English with varying degrees of grammatical accuracy. They combine known formulaic responses, learnt grammatical features and new vocabulary to construct new utterances. They use basic time and sequence markers, and simple negative forms. They use verb endings with some consistency. They use some of the terminology of new topics in their utterances. They pronounce familiar words comprehensibly. They employ familiar strategies to sustain and enhance communication in English.**Reading and Viewing**Students read familiar and unfamiliar print and digital texts, including visual, multimodal and interactive texts, that contain predictable structures and familiar vocabulary. Students follow simple written instructions and respond to simple written questions. They identify the main purposes of a range of texts and recognise the basic features of common text types. They use their developing vocabulary and their knowledge of sentence structure and English phoneme–grapheme correspondences to predict and self-correct. They modify intonation to distinguish questions, exclamations and dialogue when reading aloud. They follow logical relationships between events and ideas expressed by common cohesive devices. They sequence sentences from known texts or a text on a familiar topic or experience. They use simple strategies to assess text difficulty and to choose new texts to read.**Writing**Students write for a range of purposes on familiar topics. They write simple, organised texts that demonstrate the use of specific vocabulary and simple sentence structures. Their writing demonstrates their understanding of the purposes, structures and features of common text types. Students’ written texts include basic information and simple detail. Students use common conjunctions to link ideas, and use pronoun references with some noun–pronoun agreement. They use simple phrases to express basic comparisons, and use some basic punctuation with consistency. They make plausible attempts to spell unfamiliar words using known English phoneme–grapheme correspondences. They use a range of strategies for spelling words, including checking vocabulary lists and keeping a personal dictionary. They write new sentences using known sentence structures. They draw on their knowledge of the writing process to plan and write simple texts and, with support, redraft them. They use a range of digital tools to write, edit 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** |
| --- | --- | --- |
|  | understand the theme or main idea of spoken text, with teacher supportVC2EALB2L01 | New content description added to emphasise teacher guidance. |
| Ask speaker to repeat or speak slowly, or ask what a word means (VCEALC323) |  | Removed to reduce repetition. |
| Use a repertoire of common classroom and schoolyard language (VCEALC325) |  | Removed because of outdated language. |
| Identify key points of information in short spoken texts (VCEALC326) | identify key points of information in short spoken textsVC2EALB2L02 | No change. |
| Initiate and maintain short, structured social interactions with increasing fluency (VCEALC322) Demonstrate independence in extended conversations (VCEALC321)Comprehend social English in most familiar contexts, and use conversation partners to support understanding (VCEALC324) | initiate and maintain short, structured social and classroom language interactions in most familiar contexts, using conversation partners to support understandingVC2EALB2L03 | Combined 3 content descriptions to form one. |
| Recall and retell a simple story such as a recount, legend or fairytale (VCEALC327) | role-play and retell a simple story, such as a recount, legend or fairytale, or ‘show and tell’VC2EALB2L04 | Revised to provide further guidance for teachers. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Use, in speech, vocabulary and structures learnt from spoken and written texts (VCEALL341) | recognise and use the basic features of a spoken textVC2EALB2L05 | Refined to reflect the changes to ‘Listening and Speaking’. |
| Describe and identify people, places and things using simple vocabulary for colour, size, place, location, time (VCEALL333) |  | Removed because it is too narrow. |
| Use specific time and sequence markers in speech (VCEALL334) | use specific time and sequence markers in speechVC2EALB2L06 | No change. |
| Use some grammatical rules consistently (VCEALL335) |  | Removed to reflect the introduction of phonics in Pathway A. |
| Use a range of verb forms with increasing accuracy (VCEALL336) | use a range of verb forms with increasing accuracyVC2EALB2L07 | No change. |
| Use simple descriptive phrases (VCEALL337) | use simple descriptive phrasesVC2EALB2L08 | No change. |
| Use simple forms of modality (VCEALL338) |  | Removed to reduce the use of technical language. |
| Self-correct pronunciation and grammar (VCEALL339) |  | Removed to reduce repetition. |
| Respond to a short sequence of instructions in a familiar context (VCEALL340) |  | Removed to reduce repetition. |
|  | use a narrow range of descriptive vocabularyVC2EALB2L09 | New content description. This provides very specific content to be covered. |
| Use clear pronunciation for common words and learnt key topic words (VCEALL343) | use clear pronunciation for common words and learnt key topic wordsVC2EALB2L10 | No change. |
| Use pronunciation and non-verbal features to support communication (VCEALL342) | use a range of sentence stress, intonation and paralinguistic (non-verbal) features to support communicationVC2EALB2L11 | 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** |
| --- | --- | --- |
|  | identify similarities and differences between spoken English and home language(s)VC2EALB2L12 | New content description. This reflects the strengthening of the plurilingual and cultural strategies in Version 2.0. |
| Self-correct and improve aspects of pronunciation that impede communication (VCEALL344) | self-correct and improve aspects of spoken English language use that impede communicationVC2EALB2L13 | Revised and moved from Version 1.0 sub-strand ‘Text structures and linguistic features’. |
| Respond appropriately in some contexts (VCEALA328) |  | Removed to reduce repetition. |
| Participate appropriately in social and learning situations (VCEALA329) |  | Removed to reduce repetition. |
| Enhance own spoken texts with appropriate non-verbal strategies (VCEALA330) |  | Removed to reduce repetition. |
| Ask for the translation of specific words from other home language speakers (VCEALA331)Use home language resources to support understanding of classroom English (VCEALA332) | draw on a wide range of home language resources when listening and speakingVC2EALB2L14 | Combined and refined 2 content descriptions to form one. |
|  | contribute to small-group work and collaborative learningVC2EALB2L15 | New content description. This reflects the emphasis on collaboration in Version 2.0. |

**VC2 strand: Reading and Viewing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify the main idea in short texts using guide questions (VCEALC346) | identify the main idea in short, simple texts, with some teacher supportVC2EALB2R01 | Revised to include ‘simple’ and include ‘teacher support’. |
|  | extract key information from a range of texts, with some teacher supportVC2EALB2R02 | New content description. This highlights the importance of teacher support. |
| Acquire information from different types of visual representations in text (VCEALC347) | extract key information from different types of images in text, with some teacher supportVC2EALB2R03 | Revised to include ‘teacher support’. |
| Make and substantiate inferences and predictions when reading or listening to a text read aloud (VCEALC350) | make and substantiate predictions and inferences when reading or viewing a text, with teacher supportVC2EALB2R04 | Revised to include ‘viewing’ and ‘teacher support’. |
| Read simple, unfamiliar informative, imaginative and persuasive texts, with support (VCEALC345) |  | Removed to reduce repetition. |
| Follow simple instructions and questions in print or digital texts (VCEALC348) |  | Removed to reduce repetition. |
| Express a personal response to an imaginative text or elements of the text (VCEALC349) |  | 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 informative, imaginative and persuasive texts when reading texts or listening to texts read aloud (VCEALL360) | identify informative, imaginative and persuasive texts when reading texts or listening to texts read aloudVC2EALB2R05 | No change. |
| Understand the purpose and organisational features of common text types (VCEALL361) | understand the purpose and organisational features of common text typesVC2EALB2R06 | No change. |
| Understand the relationships between events or ideas in a text (VCEALL362) | understand the relationships between events or ideas in a textVC2EALB2R07 | No change. |
| Understand and use a range of learnt metalanguage to talk about text (VCEALL363) |  | Removed to reduce the use of technical language. |
| Read texts that contain compound and complex sentences (VCEALL364) | read texts that contain compound and complex sentencesVC2EALB2R08 | No change. |
| Use knowledge of simple tense and negation to interpret the meaning of written text (VCEALL365) | use knowledge of simple tense and negation to interpret the meaning of written textVC2EALB2R09 | No change*.* |
| Use knowledge of sentence structure to predict words or self-correct (VCEALL366) |  | Removed because this language is not consistent with the introduction of phonics. |
| Read some common words or familiar phrases (VCEALL367) | read some common words or familiar phrasesVC2EALB2R10 | No change. |
| Apply knowledge of letter–sound relationships to read new words with some support (VCEALL368) | apply knowledge of phoneme–grapheme correspondences to read unfamiliar words, with some teacher support VC2EALB2R11 | Revised to replace ‘letter*–*sound relationships’ with ‘phoneme*–*grapheme correspondences’ to match terminology used in English Version 2.0. |
| Understand simple punctuation when reading (VCEALL369) | understand simple punctuation when readingVC2EALB2R12 | No change*.* |
| Adapt speed when reading an unfamiliar text (VCEALL370) |  | Removed to reduce repetition. |
| Self-correct pronunciation (VCEALL371) |  | Removed to reduce repetition. |
| Develop a small range of skills to create and navigate a simple digital text, including multimodal and interactive texts (VCEALL372) |  | Removed because creation and navigation of digital texts is taught and assessed in the Digital Technologies curriculum. |
| Modify intonation when reading aloud, to differentiate questions, exclamations or dialogue (VCEALL373) |  | Removed because the focus is too narrow. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify the purpose and structure of a small range of texts (VCEALA352) |  | Removed to reduce repetition. |
| Identify different types of books (VCEALA353) |  | Removed to reduce repetition. |
| Respond to cultural ideas in texts (VCEALA354) Engage with a diverse range of texts that reflect a variety of cultural beliefs, practices and views (VCEALA358) | compare texts and aspects of texts across languages and cultures to identify similarities and differences VC2EALB2R13 | Combined 2 content descriptions to form one and revised to include comparison of texts. |
| Select a range of books to read (VCEALA355) | select and read a range of unfamiliar texts, with some teacher supportVC2EALB2R14 | Revised to include more detailed guidance and ‘teacher support’. |
| Compare own experiences to those represented in texts (VCEALA356) |  | Removed to reduce repetition. |
| Use a simple English dictionary or class word list to find words, and/or check home language–English bilingual dictionary for meanings (VCEALA357) | draw on a wide range of home language resources when reading and viewingVC2EALB2R15 | Revised to refer to home language resources more broadly. |
| Contribute to group activities on shared texts (VCEALC351) | contribute to shared reading activities, including personal responses to an imaginative text or elements of a textVC2EALB2R16 | Revised and moved from Version 1.0 sub-strand ‘Communication’. |
| Express personal point of view about a character’s actions (VCEALA359) |  | 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 simple personal texts (VCEALC374)Write simple texts that present a point of view (VCEALC377) | write simple personal texts that present a point of viewVC2EALB2W01 | Combined 2 content descriptions to form one. |
| Write simple factual texts (VCEALC376) | write simple information texts based on model texts provided or studied in classVC2EALB2W02 | Revised to include more detailed guidance for teachers. |
| Write creative texts based on models provided or studied in class (VCEALC378) | write imaginative texts based on model texts provided or studied in classVC2EALB2W03 | Revised to refer to ‘imaginative’ texts. |
| Add visual information to written texts (VCEALC375) | add visual information to written textsVC2EALB2W04 | 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 heading and text formats appropriate to the task (VCEALL387) | use headings and paragraphs appropriate to the taskVC2EALB2W05 | Revised to specify ‘paragraphs’. |
| Write simple paragraphs with a logical sequence of sentences (VCEALL388) |  | Removed to reduce repetition. |
| Use simple time sequence markers and pronoun references to connect ideas in a text (VCEALL389) |  | Removed to reduce technical language. |
| Write sentences with some common errors (VCEALL390) |  | Removed because of lack of specificity. |
| Use a number of common conjunctions to link ideas to create compound and complex sentences (VCEALL393) | use simple connectives and pronoun references to connect ideas in a sentenceVC2EALB2W06 | Refined to focus on the connection of ideas. |
| Use a range of verb forms correctly (VCEALL391) | use a range of verb forms correctlyVC2EALB2W07 | No change. |
| Use simple extended descriptive phrases (VCEALL392) | use simple extended descriptive phrasesVC2EALB2W08 | No change. |
| Use a varied and appropriate vocabulary (VCEALL394) | use varied and appropriate vocabularyVC2EALB2W09 | No change. |
| Use modelled vocabulary appropriately (VCEALL395) |  | Removed to reduce repetition. |
| Select some descriptive vocabulary appropriate to context (VCEALL396) |  | Removed to reduce repetition. |
| Use appropriate layouts to separate ideas and incorporate visual features in texts (VCEALL397) |  | Removed to reduce repetition. |
| Spell frequently used words with common patterns with increased accuracy (VCEALL398) | spell frequently used words with common patterns with increased accuracyVC2EALB2W10 | No change. |
| Experiment with complex punctuation (VCEALL399) | experiment with complex punctuationVC2EALB2W11 | No change. |
| Use a small range of software functions to create simple digital texts (VCEALL400) |  | Removed because these 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** |
| --- | --- | --- |
| Write using language that is beginning to reflect the features of written language more than the features of spoken language (VCEALA379) | write using language that is beginning to reflect the features of written language more than the features of spoken languageVC2EALB2W12 | No change. |
| Draft a piece of writing focusing on meaning, and revise after rereading or discussion (VCEALA382) | take responsibility for some editing and revising of writing, with teacher supportVC2EALB2W13 | Revised to highlight teacher support. |
| Use knowledge of written or spoken home language texts to form new English texts (VCEALA385) | draw on a wide range of home language resources when writingVC2EALB2W14 | Revised to refer to home language resources more broadly. |
| Share ideas and feedback in home language (VCEALA383) | share ideas and feedback on writing with peersVC2EALB2W15 | Revised to replace ‘home language’ with ‘peers’. |
| Create a small range of texts based on modelling (VCEALA380) |  | Removed to reduce repetition. |
| Plan, with support, the format of a text according to its communicative purpose (VCEALA381) |  | Removed to reduce repetition. |
| Employ a range of strategies to understand and learn unknown words (VCEALA384) |  | Removed to reduce repetition. |
| Plan before writing (VCEALA386) |  | Removed to reduce repetition. |

## Level B3

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Speaking and ListeningAt Level B3 students generally respond to and use the structures and features of English appropriately in an increasing variety of familiar formal and informal contexts. They demonstrate awareness of the register requirements of spoken English necessary for a variety of purposes. They understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information. They use appropriate sequence markers and consistently use most common irregular past tenses. They provide greater detail through the use of longer noun groups and adverbial phrases. They use comprehensible pronunciation, stress and intonation. They access English from a range of oral and written sources, and extend their oral skills by incorporating new vocabulary from these sources into their own repertoire. They are able to self-correct some errors, reformulate language to convey meaning more clearly, and add essential details.Reading and ViewingAt Level B3 students read for a range of purposes and identify main ideas and specific information in classroom texts. These texts may be print or digital, including visual, multimodal and interactive.Students demonstrate understanding of the main storyline and most key information when retelling, paraphrasing, and answering questions, and they compare some details in texts. They demonstrate some awareness of how information is organised in English texts. They recognise the cohesive devices connecting ideas and the organisation of information in a text, and use appropriate metalanguage to talk about the structure and features of a text. They recognise how relationships are signalled by an increasing range of conjunctions. They integrate a number of strategies to help them read new texts. They use accessible English dictionaries to check the meanings of new words and use contents pages, indexes, glossaries and headings to find information.WritingAt Level B3 students communicate for a range of purposes on a variety of familiar topics, using a basic repertoire of text types. They write sequenced and ordered factual texts, and narrative texts that maintain a cohesive storyline and characterisation. They demonstrate an awareness of how effective writing is tailored to a purpose, the requirements of the topic and the needs of the reader. They gather and present information appropriately in texts. They write texts that demonstrate some overall cohesion and coherence.Students can combine and sequence simple sentences and paragraphs using common conjunctions and pronouns. They generally maintain appropriate tense throughout their texts. They discuss and reflect on their own writing, incorporating feedback when planning, reviewing or presenting their texts. They revise texts during writing and proofread after a first draft has been written, improving spelling, punctuation and sentence structure. They present their writing appropriately, in print and digital forms. | By the end of Level B3, students demonstrate the following skills in English as an Additional Language.**Listening and Speaking**Students appropriately respond to and use the structures and features of spoken English in a variety of familiar formal and informal contexts. They demonstrate awareness of the register requirements such as tone, formality of language, vocabulary and body language of spoken English that are used when speaking for different purposes. They understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information from spoken texts. They use appropriate sequence markers and consistently use the most common irregular past tenses. They provide detail by using longer noun groups and adverbial phrases when speaking, and use comprehensible pronunciation, stress and intonation. They access English from a variety of spoken and written sources, and extend their spoken skills by incorporating new vocabulary from these sources into their own repertoire. They self-correct some errors, reformulate language to convey meaning more clearly, and add essential details.**Reading and Viewing**Students read with increasing independence for a range of purposes, and identify the main ideas and specific information in classroom texts. These texts may be print or digital, including visual, multimodal and interactive texts. Students demonstrate understanding of the main storyline and most key information when retelling, paraphrasing and answering questions, and they compare details in texts. They demonstrate awareness of how information is organised in English texts. They recognise the cohesive devices that connect ideas and the organisation of information in a text. They use appropriate metalanguage to talk about the structure and features of a text. They recognise how relationships are signalled by an increasing range of conjunctions. They integrate a number of strategies to help them read unfamiliar texts. They use English dictionaries to check the meaning of unfamiliar words, and use contents pages, indexes, glossaries and headings to find information.**Writing**Students communicate for a range of purposes on a variety of topics, using a repertoire of familiar text types. They write sequenced and ordered information texts, and narrative texts that maintain a cohesive storyline and characterisation. They demonstrate an awareness of how effective writing is tailored to a purpose, the requirements of the topic and the needs of the reader. They gather and present information appropriately in texts. They write texts that demonstrate overall cohesion and coherence.Students can combine and sequence simple sentences and paragraphs using common conjunctions and pronouns. They generally maintain appropriate tense throughout their texts. They discuss and reflect on their own writing, incorporating feedback when planning, reviewing or presenting their texts. They revise texts during writing, and proofread them after a first draft has been written, improving spelling, punctuation and sentence structure. They present their writing appropriately, in print and digital forms. | 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** |
| --- | --- | --- |
|  | understand a spoken text, with some teacher supportVC2EALB3L01 | New content description. This reflects the new emphasis on listening and speaking. |
| Understand increasingly de-contextualised and more complex spoken language (VCEALC405) | understand more de-contextualised and complex spoken language informationVC2EALB3L02 | Revised to replace ‘increasingly’ with ‘more’. |
| Participate in most social situations using English (VCEALC402)Initiate and participate in casual exchanges and in learning contexts (VCEALC404) | initiate and participate in a range of familiar social and learning contextsVC2EALB3L03 | Combined 2 content descriptions to form one. |
| Rehearse or role-play a spoken text, such as negotiating a problem or giving a short talk (VCEALC407) | present a simple prepared talk on a familiar topicVC2EALB3L04 | Refined to reflect new emphasis on listening and speaking. |
| Contribute information, express ideas and give reasons for opinions in group tasks or classroom discussions (VCEALC401) |  | Removed to reduce repetition. |
| Self-correct or reformulate language to convey meaning more clearly (VCEALC403) |  | Removed to reduce repetition. |
| Understand a new topic delivered with extensive contextual and teacher support (VCEALC406) |  | 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 use features of formal and informal spoken texts (VCEALA410) | identify and use features of formal and informal spoken textsVC2EALB3L05 | No change. |
| Adapt speech to suit a variety of registers (VCEALL413) |  | Removed to reduce repetition. |
| Use appropriate sequence markers (VCEALL414) | use appropriate sequence markersVC2EALB3L06 | No change*.* |
| Use basic and some complex verb forms accurately (VCEALL416) | use complex verb forms with increasing accuracyVC2EALB3L07 | Refined for clarity |
| Use longer descriptive phrases (VCEALL417) | use longer descriptive phrasesVC2EALB3L08 | No change. |
| Employ a range of vocabulary to convey shades of meaning (VCEALL421) | use a range of vocabulary to convey nuanceVC2EALB3L09 | Refined for clarity. |
| Self-correct and improve aspects of pronunciation that impede communication, and focus on correction (VCEALL423) | use accurate pronunciation for all known words and phrasesVC2EALB3L10 | Refined for clarity. |
| Use pronunciation and a range of non-verbal features to convey meaning and enhance communication (VCEALL422) | use vocabulary, intonation, volume, stress and suprasegmental features (pacing cues) and paralinguistic features (non-verbal cues) to convey meaning and enhance communicationVC2EALB3L11 | Combined 2 content descriptions to form one*.* |
| Respond appropriately to structures through word order and vocabulary rather than through intonation (VCEALL415) |  | Removed to reduce repetition. |
| Understand how modal verbs express probability and possibility (VCEALL418) |  | Removed to reduce repetition. |
| Assess the grammatical correctness of own utterances and attempt some self-correction (VCEALL419) |  | Removed to reduce repetition. |
| Respond to a sequence of instructions (VCEALL420) |  | 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** |
| --- | --- | --- |
|  | talk about cultural differences in spoken language use across language and culturesVC2EALB3L12 | New content description. This reflects the strengthening of the sub-strand ‘Plurilingual and cultural strategies’. |
|  | self-evaluate and improve aspects of spoken English language use to enhance communicationVC2EALB3L13 | New content description. This reflects the strengthening of the sub-strand ‘Plurilingual and cultural strategies’. |
| Use home language resources to develop English (VCEALA412) | draw on an extensive range of home language resources when listening and speakingVC2EALB3L14 | Revised to improve clarity. |
| Initiate and manage interaction appropriately in social and learning situations (VCEALA409) | initiate and manage interaction in collaborative group work VC2EALB3L15 | Refined to emphasise collaboration. |
| Respond appropriately during different classroom activities (VCEALA408) |  | Removed to reduce repetition. |
| Make own translation of specific words and help other home language speakers to check context or match concepts (VCEALA411) |  | Removed to reduce repetition. |

**VC2 strand: Reading and Viewing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | identify and compare the main ideas in a variety of textsVC2EALB3R01 | New content description. This provides specificity about the 2 key skills required at this level.  |
| Understand main ideas in a text and extract specific details (VCEALC425) | extract detailed information from a variety of textsVC2EALB3R02 | Revised to improve clarity. |
| Interpret and explain information from a range of images in text (VCEALC426) | interpret and explain information from a range of images in a textVC2EALB3R03 | No change. |
| Discuss texts with some understanding of meaning beyond the literal level, moving towards the inferential level (VCEALC429) | discuss texts with some understanding of meaning beyond the literal level, moving towards the inferential levelVC2EALB3R04 | No change. |
| Access, interpret and evaluate information from a range of print and digital texts, including visual, multimodal and interactive (VCEALC424) |  | Removed to reduce repetition. |
| Follow a series of task instructions with some detail in print or digital texts (VCEALC427) |  | Removed to reduce repetition. |
| Express a personal response to a small range of imaginative texts (VCEALC428) |  | 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 a range of different text types (VCEALL439)Interpret the purpose and organisational features of different text types (VCEALL440) | identify and compare a range of different text types and their organisational featuresVC2EALB3R05 | Combined 2 content descriptions to form one*.* |
| Understand the cohesion of ideas between and within paragraphs (VCEALL441) | understand the cohesion of ideas between and within paragraphs in a range of textsVC2EALB3R06 | Revised to include ‘in a range of texts’*.* |
| Understand and use the appropriate metalanguage to talk about the structures and features of a text (VCEALL442) |  | Removed to reduce the use of technical language. |
| Follow the meaning of complex sentence patterns (VCEALL443) | comprehend the meaning of complex sentence patternsVC2EALB3R07 | No substantive change. |
| Interpret the meaning of written text that uses a range of tenses and negation (VCEALL444) | interpret the meaning of written text that uses a range of tenses and negationVC2EALB3R08 | No change. |
|  | read and understand a range of descriptive languageVC2EALB3R09 | New content description. This provides a focus on the key skills and important content at this level. |
| Use knowledge of sentence structure to predict words and self-correct (VCEALL445)Use knowledge of sentence structure and content to deduce the meaning of unfamiliar words (VCEALL446) | use knowledge of sentence structure and content to deduce the meaning of unfamiliar wordsVC2EALB3R10 | Combined 2 content descriptions to form one*.* |
| Apply knowledge of letter–sound relationships to deduce the pronunciation of new words (VCEALL447) | apply knowledge of phoneme–grapheme correspondences to deduce the pronunciation of unfamiliar wordsVC2EALB3R11 | Revised to replace ‘letter–sound relationships’ with ‘phoneme–grapheme correspondences’ to be consistent with English Version 2.0. |
| Follow direct and indirect speech (VCEALL448) | recognise and interpret direct and indirect speechVC2EALB3R12 | Revised to improve clarity. |
| Read on when encountering unfamiliar words (VCEALL449) |  | Removed to reduce repetition. |
| Self-correct a range of aspects of speech (VCEALL450) |  | Removed to reduce repetition. |
| Create, edit and navigate a simple digital text, including visual, multimodal and interactive texts (VCEALL451) |  | Removed to reduce repetition. |
| Vary speech to add meaning to texts when reading aloud (VCEALL452) |  | 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 the connection between text purpose and structure (VCEALA431) |  | Removed to reduce repetition. |
| Identify a range of text types (VCEALA432)Engage with a diverse range of texts reflecting a variety of cultures and perspectives (VCEALA437) | compare different types of texts across languages and culturesVC2EALB3R13 | Combined 2 content descriptions to form one*.* |
| Identify unfamiliar cultural references (VCEALA433) |  | Removed because this is considered too difficult at this level. |
| Read for information or recreation in or out of the classroom (VCEALA434) | read independently for information or recreation in or outside the classroomVC2EALB3R14 | Revised to include ‘independently’. |
| Use an accessible English dictionary to check the meaning of new words, and/or check meanings in a home language–English bilingual dictionary (VCEALA436)Compare and contrast aspects of a text in English with a comparable home language text (VCEALA435) | draw on an extensive range of home language resources when reading and viewingVC2EALB3R15 | Combined 2 content descriptions to form one. |
| Discuss a text by relating ideas in the text to personal experiences or previous learning (VCEALA438)Contribute actively to group activities on shared texts (VCEALC430) | contribute to shared reading activities, including personal responses to a narrow range of imaginative texts such as poems, short stories, films and/or songsVC2EALB3R16 | Combined 2 content descriptions to form one and provided further teacher guidance. |

**VC2 strand: Writing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Write narrative texts that maintain a cohesive storyline and characterisation (VCEALC453) |  | Removed to reduce repetition. |
| Write texts that present a point of view on topics discussed in class (VCEALC456) | write a range of texts that present a point of view on topics discussed in classVC2EALB3W01 | Revised to add ‘a range of’. |
| Write a range of texts covering topics across the curriculum areas, incorporating information from different sources (VCEALC455) | write a range of information texts covering topics across the curriculum, incorporating information from different sourcesVC2EALB3W02 | Revised to add ‘information’ and remove ‘areas’. |
| Write creative texts incorporating personal experiences and ideas from other texts (VCEALC457) | write imaginative texts incorporating personal experiences and ideas from other textsVC2EALB3W03 | Revised to replace ‘creative’ with ‘imaginative’. |
| Use a range of visual material or other cues to support factual texts (VCEALC454) | use a range of visual material or other cues to support textsVC2EALB3W04 | Revised to remove ‘factual’. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Use the text type appropriate to the task (VCEALL466)Use a range of sentence structures appropriate to the text, with some errors (VCEALL469) | use the text structures and organisational features appropriate to the taskVC2EALB3W05 | Combined 2 content descriptions to form one. |
| Organise texts in simple, logically ordered paragraphs with topic sentences (VCEALL467) |  | Removed to reduce repetition. |
| Use a range of devices to maintain cohesion (VCEALL468) | use a range of devices to maintain cohesionVC2EALB3W06 | No change. |
| Maintain appropriate tense throughout a text (VCEALL470) | maintain appropriate tense throughout a textVC2EALB3W07 | No change. |
| Write using extended descriptive phrases (VCEALL471) | write using extended descriptive phrasesVC2EALB3W08 | No change. |
| Combine simple sentences using common conjunctions (VCEALL472) |  | Removed to reduce repetition. |
| Use some antonyms and synonyms (VCEALL473) |  | Removed to reduce repetition. |
| Use a range of key vocabulary appropriately (VCEALL474) | use a range of key vocabulary appropriatelyVC2EALB3W09 | No change. |
| Create mood and feeling through the selection of appropriate vocabulary and idiom (VCEALL475) |  | Removed because this is considered too difficult at this level. |
| Format texts appropriately for the purpose (VCEALL476) |  | Removed to reduce repetition. |
| Spell most words accurately, drawing on a range of strategies but with some invented spelling still evident (VCEALL477) | spell most words accurately, drawing on a range of strategies including graphophonic and morphemic knowledge, context clues and/or home language strategiesVC2EALB3W10 | Revised to provide further guidance for teachers. |
| Use a range of punctuation marks consistently and correctly (VCEALL478) | use a range of punctuation marks consistently and correctlyVC2EALB3W11 | No change. |
| Gather and present information both in text and visually using an appropriate software application (VCEALL479) |  | Removed because these 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** |
| --- | --- | --- |
| Present work appropriately for purpose and audience (VCEALA458) | present work appropriately for purpose and audienceVC2EALB3W12 | No change. |
| Use own experience and perspectives to elaborate and support a viewpoint (VCEALA459) |  | Removed to reduce repetition. |
| Plan individually and review own writing (VCEALA460)Follow a simple planning, drafting and revision process when writing (VCEALA461)Follow a simple writing process, including planning, drafting and revision (VCEALA465) | independently edit and improve their own writingVC2EALB3W13 | Combined 3 content descriptions to form one. |
| Draw on home language resources to communicate more complex ideas (VCEALA464) | draw on an extensive range of home language resources when writingVC2EALB3W14 | Refined to support emphasis on home languages. |
| Confer and cooperate in groups or pairs when planning, writing or reviewing (VCEALA462) | confer and cooperate in groups or pairs when planning, writing or reviewingVC2EALB3W15 | No change. |
| Employ a range of strategies to expand vocabulary (VCEALA463) |  | Removed to reduce repetition. |