# English as an Additional Language, Pathway C: Late immersion (Years 7–10) – comparison of curriculums

## Level CL

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Speaking and ListeningAt Level CL students communicate simply but effectively in English in familiar social and classroom contexts. They communicate using formulaic language; short, simple and well-rehearsed grammatical features; and adaptations of their emerging English repertoire. They use stress and intonation appropriately in some familiar interactions and can imitate models with some accuracy. They understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts. They understand and use basic subject–verb–object grammatical patterns, common regular and irregular verbs, and basic prepositions and connectives, such as time and sequence markers. They use their repertoire with varying accuracy to ask and respond to questions in predictable contexts, express simple ideas and preferences, and provide short explanations and descriptions. They use some strategies to initiate and sustain basic conversations in English, repeating and re-pronouncing as necessary.Reading and ViewingAt Level CL students read and complete simple, structured activities around a wide range of familiar, short, simple texts that use repetitive structures and features and are strongly supported by illustrations. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts.Students read their own writing and other simple texts based on well-rehearsed spoken English. They read a range of familiar simple fictional, factual and everyday texts. They name some letters and know the sounds related to many letters and common letter combinations. They attempt to sound out words, recognise some common words, and read some new words based on their similarity to known words. They show some awareness of basic punctuation and use stress, intonation or pausing appropriately when reading familiar texts aloud. They use simple strategies such as pointing to words as they read or as shared texts are read aloud in class. They understand the basic practical and cultural purposes of the texts they read.WritingAt Level CL, in familiar contexts, students write short, grammatically simple texts based on well-rehearsed spoken and well-practised written English. They write for a range of basic classroom and personal purposes, such as making lists and writing simple journal entries and notes, and complete activities following models. They demonstrate an early awareness that print texts in English are based on certain conventions, which change according to context and purpose. Their texts use familiar sentence patterns from well-known texts or classroom models. They begin to use conventional letter formations when writing or copying, attending to the relative sizes and shapes of letters, their position on the line and basic punctuation. They leave appropriate spaces between words. They attempt to write some new words using their developing knowledge of the sound–symbol system in English, referring to personal dictionaries, glossaries and classroom resources and asking for assistance. They copy texts using basic features in software applications. | By the end of Level CL, students demonstrate the following skills in English as an Additional Language.**Listening and Speaking**Students communicate using simple spoken English in familiar, structured social and classroom contexts. They use formulaic language; short, simple and well-rehearsed grammatical features; and adaptations of their emerging English repertoire. They use stress and intonation appropriately in some familiar interactions and can imitate model texts with some accuracy. They understand common instructions and questions, and simple descriptions and explanations, when strongly supported in familiar contexts. They understand and use basic subject–verb–object grammatical patterns, common regular and irregular verbs, basic prepositions and connectives such as time and sequence markers. They ask and respond to questions in predictable contexts, express simple ideas and preferences, and provide short explanations and descriptions. They use some strategies to initiate and sustain basic conversations in English, repeating and re-pronouncing as necessary.**Reading and Viewing**Students read a wide range of simple, familiar fiction, information and everyday print and digital texts in handwritten, visual, multimodal and interactive formats. They complete simple structured activities about these texts. Students read their own writing and other simple texts based on well-rehearsed spoken English. They name some letters and know the sounds related to many letters and common letter combinations. They attempt to sound out words, recognise some high-frequency words and read some unfamiliar words based on the similarity of these to known words. They demonstrate awareness of basic punctuation and use stress, intonation or pausing appropriately when reading familiar texts aloud. They use simple strategies such as pointing to words as they read, or as shared texts are read aloud in class. They understand the basic practical and cultural purposes of the texts they read.**Writing**Students write short, grammatically simple texts based on well-rehearsed spoken and well-practised written English in familiar contexts. They write for a range of basic classroom and personal purposes, such as making lists and writing simple recounts and notes, and complete activities following models and examples. They recognise that print texts in English are based on certain conventions, which change according to context and purpose. Their texts use familiar sentence patterns from well-known texts or classroom models. They begin to use conventional letter formations when writing or copying text, attending to the relative sizes and shapes of letters, their position on a line and basic punctuation. They leave appropriate spaces between words. They attempt to write some unfamiliar words using their developing knowledge of phoneme–grapheme correspondences in English, referring to personal dictionaries, glossaries and classroom resources and asking for assistance. They copy and create 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** |
| --- | --- | --- |
|  | understand the main themes or ideas of highly familiar and routine spoken texts, with extensive teacher supportVC2EALCLL01 | New content description. This provides clarity around the level of support required by students with the new focus on listening and speaking in Version 2.0. |
| Identify single pieces of information from a short, spoken text (VCEALC484) | identify single pieces of information in a short spoken textVC2EALCLL02 | Revised to replace ‘from’ with ‘in’. |
| Show understanding of some frequently occurring English words and phrases (VCEALC480) |  | Removed to reduce repetition. |
| Negotiate meaning with supportive conversation partners (VCEALC481) |  | Removed to reduce repetition. |
| Participate in familiar situations and learning activities (VCEALC482) | participate in familiar face-to-face interactions and highly contextualised learning activitiesVC2EALCLL03 | Revised to provide clearer guidance for teachers. |
| Present a simple prepared response on a familiar topic (VCEALC487) | contribute to a short dialogue or classroom interaction on a familiar topic, with extensive teacher supportVC2EALCLL04 | Revised to replace ‘present’ with ‘contribute to’ and to include ‘extensive teacher support’. |
| Comprehend some familiar questions with support from the speaker (VCEALC483) |  | Removed to reduce repetition. |
| Interact simply with peers in group work activities (VCEALC485) |  | Removed to reduce repetition. |
| Express personal meanings non-verbally or using simple language (VCEALC486) |  | 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** |
| --- | --- | --- |
| Repeat short modelled utterances with understanding (VCEALL493) | understand short modelled spoken utterancesVC2EALCLL05 | * Revised to remove ‘repeat’.
 |
| Use basic time and sequence markers (VCEALL494) | understand basic time and sequence markersVC2EALCLL06 | Revised to replace ‘use’ with ‘understand’. |
| Use simple conjunctions to link ideas in short utterances (VCEALL495)Produce short, simple non-standard utterances showing subject–verb relations (VCEALL496) | produce short, simple utterances showing subject–verb agreement VC2EALCLL07 | Combined 2 content descriptions to form one. |
| Use basic verb forms in context (VCEALL497) |  | Removed to reduce repetition. |
| Use basic descriptive language (VCEALL498) | use basic descriptive languageVC2EALCLL08 | No change. |
| Recognise and use common words relating to familiar class routines, people, experiences and interests (VCEALL499) | recognise and use common words relating to familiar classroom routines, personal experiences and needsVC2EALCLL09 | Revised to improve clarity. |
| Use a range of vocabulary from lexical sets related to immediate need, interest or learning (VCEALL500) |  | Removed to reduce technical language such as ‘lexical’. |
|  | recognise and reproduce pronunciationVC2EALCLL10 | New content description. Added to support the new focus on listening and speaking in Version 2.0. |
| Imitate and practise pronunciation, stress and intonation patterns (VCEALL501) | recognise stress and intonation patterns and common paralinguistic (non-verbal) features and attempt to use them in interactionVC2EALCLL11  | Revised to provide clearer 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** |
| --- | --- | --- |
| Use language appropriate to the context and audience in routine interactions (VCEALA488) |  | Removed to reduce repetition. |
| Employ non-verbal strategies in interactions (VCEALA489)Distinguish spoken English from other languages and attempt to respond in English (VCEALA490) | distinguish spoken English from other languages and attempt to respond appropriatelyVC2EALCLL12 | Combined and revised to replace ‘in English’ with ‘appropriately’, to allow for non-verbal responses. |
| Repeat or re-pronounce words or phrases, when prompted, if not understood (VCEALL502) | repeat or re-pronounce words or phrases if not understood, when promptedVC2EALCLL13 | Moved from Version 1.0 sub-strand ‘Linguistic structures and features’. |
| Use sentence patterns from home language to communicate ideas (VCEALA491) | draw on home language resources to enhance learning when listening and speakingVC2EALCLL14 | Revised to refer to home language resources more broadly. |
|  | interact simply with peers in spoken group-work activitiesVC2EALCLL15 | New content description. Added to support the emphasis on collaboration in Version 2.0. |
| Transfer some simple language structures to other contexts (VCEALA492) |  | 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** |
| --- | --- | --- |
| Read short, familiar texts (VCEALC503) |  | Removed to reduce repetition. |
| Understand short, simple texts for a range of everyday purposes, relying on considerable contextual support (VCEALC506) | understand the theme or main idea of short, simple, familiar texts, with teacher modelling and contextual supportVC2EALCLR01 | Revised to clarify the level of support required by students at this level. |
| Identify some familiar words in different contexts (VCEALC505) | identify some familiar words and phrases in different contexts, with teacher modelling and contextual supportVC2EALCLR02 | Revised to include ‘phrases’ and ‘teacher modelling and contextual support’. |
| Understand simple visual elements of texts, including basic charts, graphs and other images (VCEALC504) | understand simple visual elements of texts, including basic charts, graphs and other images, with teacher modelling and contextual supportVC2EALCLR03 | Revised to include ‘teacher modelling and contextual support’. |
| Use features of the text to make predictions (VCEALL514) | use simple text features to make predictionsVC2EALCLR04 | Moved from Version 1.0 sub-strand ‘Linguistic structures and features’. |
| Respond simply and show reaction to a text (VCEALC507) |  | Removed to reduce repetition. |
| Develop basic digital technology skills that support reading of digital texts (VCEALC508) |  | Removed because these skills are taught and assessed in the Digital Technologies curriculum. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Show basic understanding of differences between fiction and non-fiction texts through their purpose, topic and layout (VCEALL513) | identify text types based on their features, purpose, topics and layoutVC2EALCLR05 | Revised to refer to text types more broadly. |
| Recognise basic cohesive devices in a simple text (VCEALL515) | recognise basic cohesive devices in a simple textVC2EALCLR06 | No change*.* |
| Sequence words to make simple, familiar sentences (VCEALL516) | sequence words to make simple, familiar sentencesVC2EALCLR07 | No change*.* |
| Recognise simple present and past tense verb forms (VCEALL517) | recognise simple present and past tense verb formsVC2EALCLR08 | No change*.* |
| Identify some high-frequency adjective–noun and verb–adverb combinations (VCEALL518) | identify some common adjective–noun and verb–adverb combinationsVC2EALCLR09 | Revised to delete ‘high-frequency’*.* |
| Recognise some familiar words or phrases (VCEALL519) | recognise some familiar words or phrasesVC2EALCLR10 | No change*.* |
| Group familiar words according to their meaning or subject matter (VCEALL520) |  | Removed to reduce repetition. |
| Name letters of the alphabet and relate them to sounds (VCEALL521) | name letters of the alphabet and relate them to soundsVC2EALCLR11 | No change*.* |
| Interpret basic punctuation and spacing (VCEALL522) | interpret basic punctuation and spacingVC2EALCLR12 | No change*.* |
| Self-correct with guidance (VCEALL523) |  | 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** |
| --- | --- | --- |
| Show awareness of how to read print texts in English (VCEALA509) |  | Removed to reduce repetition. |
| Demonstrate interest in reading books (VCEALA510) |  | Removed to reduce repetition. |
| Recognise differences between texts in English and other languages (VCEALA511) | recognise differences between reading texts in English and in home language(s)VC2EALCLR13 | Revised to add ‘reading’ and replace ‘other languages’ with ‘home language(s)’. |
|  | select and engage with texts for different purposesVC2EALCLR14 |  New content description. Added to create opportunities for students to work independently with a broad range of texts. |
| Use a picture dictionary to find unfamiliar words, asking for support in home language (VCEALA512) | draw on home language resources to enhance learning when reading and viewingVC2EALCLR15 | Revised to refer to home language resources more broadly. |
|  | respond to a shared text and shared reading activitiesVC2EALCLR16 | New content description. Added to recognise the importance of collaboration when learning a language in Version 2.0. |

**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 for specific purposes related to personal experience (VCEALC525) | write short, simple texts for specific purposes, related to personal experienceVC2EALCLW01 | No change. |
| Write familiar words and simple sentences independently, with enough accuracy to convey meaning (VCEALC526) | write words and simple sentences with enough accuracy to convey meaningVC2EALCLW02 | Refined for clarity. |
| Combine writing and drawing to create a short, simple text about a familiar topic (VCEALC527) | combine writing and drawing to create a short, simple text about a familiar topicVC2EALCLW03 | No change. |
| Label familiar images and simple maps (VCEALC524) | draw and/or label simple visualsVC2EALCLW04 | Revised to include ‘draw’ and to refer to visuals more broadly. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Draw on conventions for organising information (VCEALL533) | draw on conventions for organising informationVC2EALCLW05 | No change. |
| Use repetitive or modelled sentences with information about self and experiences (VCEALL534) |  | Removed to reduce repetition. |
| Use basic conjunctions to connect ideas (VCEALL535)Use basic conjunctions to connect ideas (VCEALL537) | use basic conjunctions to connect ideasVC2EALCLW06 | Combined 2 identical content descriptions to form one. |
| Write sentences that reflect oral language with some examples of correct word order (VCEALL536) | write sentences that reflect spoken language, with attempts at correct word orderVC2EALCLW07 | Revised to improve clarity. |
| Use simple verbs (VCEALL538) | use simple verbsVC2EALCLW08 | No change. |
|  | use simple descriptive languageVC2EALCLW09 | New content description.  |
| Write some common words that are already known orally (VCEALL539) | write some common words that are familiar from spoken languageVC2EALCLW10 | Revised to improve clarity. |
| Use simple topic-specific vocabulary encountered in classroom activities (VCEALL540) |  | Removed to reduce repetition. |
| Spell familiar, simple words correctly, using knowledge of letter–sound relationships (VCEALL541) | spell simple, familiar words correctly, using knowledge of phoneme–grapheme correspondencesVC2EALCLW11 | Revised to replace ‘letter–sound relationships’ with ‘phoneme–grapheme correspondences’ to be consistent with the language used in English Version 2.0. |
| Use basic punctuation (VCEALL542) | use basic punctuationVC2EALCLW12 | No change. |
| Demonstrate basic keyboard skills (VCEALL543) |  | 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** |
| --- | --- | --- |
| Show an awareness of purpose and audience when presenting work (VCEALA528) | consider purpose and audience when presenting workVC2EALCLW13 | Refined for clarity. |
| Begin to check accuracy (VCEALA530) | check accuracy of writingVC2EALCLW14 | Refined for clarity. |
| Use memory and/or home language knowledge to retrieve newly learnt words and structures (VCEALA531)Use home language and/or mime to seek assistance from teachers or peers with an English word or phrase (VCEALA532) | draw on home language resources to enhance learning when writingVC2EALCLW15 | Combined 2 content descriptions to form one. |
| Take part in shared writing activities (VCEALA529) | take part in shared writing activitiesVC2EALCLW16 | No change. |

## Level C1

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Speaking and ListeningAt Level C1 students communicate simply but effectively in English in social and classroom contexts across the curriculum. They negotiate meaning and interact with others using formulaic language; short, simple and well-rehearsed grammatical features; and creative adaptations of their English repertoire. They use some stress and intonation appropriately in familiar interactions. They use subject–verb–object utterances, basic prepositions and some common regular and irregular verbs. They understand and use introduced vocabulary, common basic grammatical patterns and connectives, such as time and sequence markers. They use these with varying grammatical accuracy to express ideas and preferences, and provide simple explanations and descriptions. They understand common instructions and questions, descriptions or explanations in familiar contexts and areas related to their prior knowledge and experience. They use some basic strategies to initiate and sustain conversations, repeating or re-pronouncing as necessary.Reading and ViewingAt Level C1 students read and comprehend a range of short, simple, familiar factual or fictional texts developed by the teacher. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts.Students understand a range of basic print instructions and questions in context. They discuss texts at a literal level, and show some inferential understanding. They demonstrate an understanding of basic text structure, reading for different purposes, and using titles and chapter headings to make predictions about texts. Students read new texts with support, combining their developing knowledge of English sound–symbol relationships, their developing oral and sight vocabulary, their beginning knowledge of the conventions of print text organisation in English, and their emerging knowledge of English grammar. They read some common letter combinations and make logical attempts at reading new words. They use appropriate stress, intonation and phrasing when reading known texts aloud, showing an understanding of the function of basic punctuation.WritingAt Level C1 students write for a range of basic classroom and personal purposes, making lists and writing simple journal entries, notes, descriptions, recounts of events and instructional texts. Their basic sentences and short texts are based on well-practised spoken English and familiar contexts. They write with varying grammatical accuracy, expressing themselves using familiar vocabulary and modelled structures and features. They order and sequence sentences about familiar topics into simple coherent texts, incorporating basic conventions such as headings and paragraphs. They correct some errors relating to targeted grammatical items, and rework drafts in response to teacher suggestions. With support they plan their texts and provide some additional information through visual texts. They utilise a range of strategies for finding and spelling words, using spelling patterns and checking resources. They use basic features in software applications to write and present their texts. | By the end of Level C1, students demonstrate the following skills in English as an Additional Language.**Listening and Speaking**Students communicate simply but effectively in English, in social and classroom contexts across the curriculum. They negotiate meaning and interact with others using formulaic language; short, simple and well-rehearsed grammatical features; and creative adaptations of their English repertoire. They use some stress and intonation appropriately in familiar interactions. They use subject–verb–object utterances, basic prepositions and some common regular and irregular verbs. They understand and use introduced vocabulary, common basic grammatical patterns and connectives such as time and sequence markers with varying grammatical accuracy to express ideas and preferences, and to provide simple explanations and descriptions. They understand simple instructions and questions, descriptions or explanations in familiar contexts and topics related to their prior knowledge and experience. They use some basic strategies to initiate and sustain conversations, including repeating or re-pronouncing as necessary.**Reading and Viewing**Students read and comprehend a range of short, simple, familiar information or fictional texts developed by the teacher. These texts may be print or digital, including handwritten, visual, multimodal and interactive texts.Students understand a range of basic print instructions and questions in context. They discuss texts at a literal level and show some inferential understanding. They demonstrate an understanding of basic text structure, reading for different purposes, and they use titles and chapter headings to make predictions about texts. They combine their developing knowledge of English phoneme–grapheme correspondences, their developing oral and sight vocabulary, their beginning knowledge of the conventions of print text organisation in English and their emerging knowledge of English grammar to read unfamiliar texts with support. They read some common letter combinations and make logical attempts at reading unfamiliar words. They use appropriate stress, intonation and phrasing when reading known texts aloud, showing an understanding of the function of basic punctuation.**Writing**Students write for a range of basic classroom and personal purposes, including making lists and writing simple journal entries, notes, descriptions, recounts of events and instructional texts. They write simple sentences and short texts that are based on well-practised spoken English and familiar contexts. They write with varying grammatical accuracy, expressing themselves using familiar vocabulary and modelled structures and features. They order and sequence sentences about familiar topics into simple coherent texts, incorporating basic conventions such as headings and paragraphs. They correct some grammatical errors and rework drafts in response to the teacher’s suggestions. With support, they plan their texts and provide some additional information through visual texts. They use a range of strategies for finding and spelling words, using spelling patterns and checking resources. They use 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** |
| --- | --- | --- |
| Respond appropriately to a range of commonly encountered questions using short, familiar formulas or expressions (VCEALC544) |  | Removed to reduce repetition. |
| Negotiate transactions for different purposes (VCEALC545) |  | Removed to reduce repetition. |
| Communicate needs in common social and school routines (VCEALC546) |  | Removed to reduce repetition. |
| Comprehend a simple spoken text (VCEALC547) | comprehend a simple spoken text, with teacher supportVC2EALC1L01 | Revised to include ‘with teacher support’. |
| Extract essential information from short, simple texts relevant to personal experience (VCEALC548) | extract essential information from short, simple spoken texts relevant to personal experience, with teacher supportVC2EALC1L02 | Revised to include ‘spoken’ and ‘with teacher support’. |
| Use basic collaborative language in cooperative group work (VCEALC549) |  | Removed to reduce repetition. |
| Exchange information in oral interactions (VCEALC550) |  | Removed to reduce repetition. |
|  | participate in familiar social and school routines, with teacher supportVC2EALC1L03 |  New content description. Added to demonstrate teacher support required. |
| Contribute to a short dialogue or classroom interaction on a familiar topic (VCEALC551) | present a simple prepared response on a familiar topic, with teacher supportVC2EALC1L04 | Refined and revised to replace ‘contribute to’ to ‘present’ and to include ‘with teacher support’. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Comprehend and produce short spoken text types (VCEALL557) | comprehend and produce a small range of short, spoken text types and structuresVC2EALC1L05 | Revised to provide clearer guidance to teachers. |
| Sequence events chronologically using time markers (VCEALL558) | sequence events chronologically using time markersVC2EALC1L06 | No change. |
| Use simple cohesive devices to link spoken text (VCEALL559) |  | Removed to reduce technical language. |
| Choose correct syntactic forms for questions, statements and commands (VCEALL560) |  | Removed to reduce repetition. |
| Attempt different verb forms, with some consistency (VCEALL561) | use different verb forms, with some consistencyVC2EALC1L07 | Revised to replace ‘attempt’ with ‘use’. |
| Use a small range of common descriptive language (VCEALL562) | use a small range of common descriptive languageVC2EALC1L08 | No change. |
| Identify key vocabulary and ideas from short, familiar spoken texts, supported by context (VCEALL563) | recognise and use key vocabulary and ideas from short, familiar spoken texts, supported by contextVC2EALC1L09 | Revised to replace ‘identify’ with ‘recognise and use’. |
| Use words from lexical sets related to communicative need, interest, experience or learning (VCEALL564) |  | Removed to reduce technical language. |
|  | recognise and reproduce pronunciation patternsVC2EALC1L10 | New content description. Added to provide specificity at this level. |
| Speak with greater confidence and fluency (VCEALL565) | recognise and reproduce stress and intonation patterns with greater confidence and fluencyVC2EALC1L11 | Revised to provide clearer guidance for teachers. |
| Repeat or re-pronounce words or phrases through self-correction, if not understood (VCEALL566) |  | 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 appropriately in a range of commonly encountered situations using short, familiar formulas or expressions (VCEALA552) |  | Removed to reduce repetition. |
| Employ non-verbal strategies to elicit support from the listener (VCEALA553) |  | Removed to reduce repetition. |
|  | identify differences between aspects of spoken English and other languagesVC2EALC1L12 | New content description. Added to strengthen the representation of plurilingualism in Version 2.0. |
| Check understanding of classroom English by asking for clarification from other home language speakers (VCEALA554) | ask for repetition or clarification to confirm understanding of spoken communication and ask for helpVC2EALC1L13 | Refined to improve clarity. |
| Use home language to formulate speech in English and communicate ideas (VCEALA555)Transfer knowledge from home language to English learning (VCEALA556) | draw on a range of home language resources when listening and speakingVC2EALC1L14 | Combined 2 content descriptions to form one. |
|  | listen and speak appropriately during small-group interactionsVC2EALC1L15 | New content description. Added to support the new focus on listening and speaking 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** |
| --- | --- | --- |
| Attempt to read familiar and unfamiliar texts with fluency (VCEALC567) | understand the main themes or ideas of familiar and unfamiliar texts, with teacher supportVC2EALC1R01 | Revised for clarity and to include ‘with teacher support’. |
| Read with understanding a range of simple texts based on predictable language structures and vocabulary (VCEALC570) | extract specific information from a range of simple texts based on predictable language structures and vocabulary, with teacher supportVC2EALC1R02 | Revised to replace ‘read with understanding’ with ‘extract specific information from’ and to include ‘with teacher support’. |
| Extract specific information from simple charts, tables or maps (VCEALC568) | extract specific information from simple charts, tables or maps, with teacher supportVC2EALC1R03 | Revised to include ‘with teacher support’. |
| Use contextual cues to work out the literal meaning of unknown words in a simple text (VCEALL584) | use contextual cues to work out the literal meaning of unfamiliar words in a simple text, with teacher supportVC2EALC1R04 | Revised to replace ‘unknown’ with ‘unfamiliar’ and to include ‘with teacher support’. Moved from Version 1.0 sub-strand ‘Linguistic structures and features’. |
| Demonstrate understanding by performing a task (VCEALC569) |  | Removed to reduce repetition. |
| Respond in a personal way to a short, familiar text (VCEALC571) |  | Removed to reduce repetition. |
| Use basic features of a website with guidance (VCEALC572) |  | Removed because this skill is taught and assessed in the Digital Technologies curriculum. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Use organisational and visual elements to suggest the content of a text (VCEALL577) | use organisational and visual elements to suggest the content of a textVC2EALC1R05 | No change. |
| Locate directly stated information in a text or illustration (VCEALL578) |  | Removed to reduce repetition. |
| Identify what is being referred to by simple cohesive devices in a simple informative text (VCEALL579) | identify what is being referred to by simple cohesive devices in a simple textVC2EALC1R06 | Revised to remove ‘informative’ and to refer to texts more broadly. |
| Demonstrate awareness of basic sentence and question patterns (VCEALL580) | recognise basic sentence and question patternsVC2EALC1R07 | Revised to replace ‘demonstrate awareness of’ with ‘recognise’. |
| Recognise and follow common imperatives (VCEALL581) | recognise common imperativesVC2EALC1R08 | Revised to remove ‘and follow’. |
| Understand simple descriptive language within sentences (VCEALL582) | understand simple descriptive language within sentencesVC2EALC1R09 | No change. |
| Recognise words for everyday items and actions, and topic-specific vocabulary that has been taught (VCEALL583) | recognise words for everyday items and actions, and topic-specific vocabulary that has been taughtVC2EALC1R10 | No change. |
| Pronounce a range of words comprehensibly based on knowledge of vocabulary and letter–sound relationships (VCEALL585) | pronounce a range of words comprehensibly when reading aloud, based on knowledge of vocabulary and phoneme–grapheme correspondences VC2EALC1R11 | Revised to include ‘when reading aloud’ and to replace ‘letter–sound relationships’ with ‘phoneme–grapheme correspondences’ to be consistent with the language used in English Version 2.0. |
| Understand simple punctuation when reading (VCEALL586) | understand simple punctuation when readingVC2EALC1R12 | No change. |
| Attempt to self-correct (VCEALL587) |  | 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** |
| --- | --- | --- |
| Identify the basic purposes and audiences of different print and digital news media texts (VCEALA573) |  | Removed to reduce repetition. |
| Compare or contrast texts in English to texts in other languages (VCEALA575) | identify differences in texts in English compared to home language(s)VC2EALC1R13 | Revised to replace ‘compare and contrast’ with ‘identify differences’ and refer to home language(s). |
| Select suitable books to read (VCEALA574) | select suitable books to read, with teacher supportVC2EALC1R14 | Revised to include ‘with teacher support’. |
| Refer to a simple bilingual dictionary or request help from peers or school staff who speak the same home language to find the meaning of unfamiliar words (VCEALA576) | draw on a range of home language resources when reading and viewingVC2EALC1R15 | Refined to refer to home language resources more broadly. |
|  | participate in teacher-led reading activitiesVC2EALC1R16 | New content description. Added to provide more listening opportunities for students. |

**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 for varied social purposes (VCEALC589) | write short, simple texts for varied social purposes, with teacher supportVC2EALC1W01 | Revised to include ‘with teacher support’. |
| Write short factual texts on familiar content, consisting of simple sentences or statements approximating sentences (VCEALC590) | write short information texts on familiar content, consisting of simple sentences or statements approximating sentencesVC2EALC1W02 | Revised to replace ‘factual texts’ with ‘information texts’. |
| Write to communicate personal ideas (VCEALC591) | write to communicate personal ideas, with teacher supportVC2EALC1W03 | Revised to include ‘with teacher support.’ |
| Label images using vocabulary learnt or practised in class (VCEALC588) | label images using vocabulary learnt or practised in classVC2EALC1W04 | 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** |
| --- | --- | --- |
| Show some organisation of subject matter and attempt the structure of a specified text (VCEALL597) | organise subject matter and attempt to use the structure of a specified text typeVC2EALC1W05 | Revised to remove ‘some’. |
| Attempt paragraphs and topic sentences (VCEALL598) |  | Removed to reduce repetition. |
| Use simple cohesive devices to structure writing (VCEALL599) | use simple cohesive devices to structure writingVC2EALC1W06 | No change. |
| Use single-word subject–verb–object word order in simple sentences and noun–pronoun agreements with few errors (VCEALL600) |  | Removed to reduce repetition. |
| Use single clauses, or use simple coordinating and subordinating conjunctions to combine clauses (VCEALL601) | use single clauses, or use simple coordinating and subordinating conjunctions to combine clausesVC2EALC1W07 | No change*.* |
| Experiment with different tenses and use some common irregular past tense verbs correctly (VCEALL602) | experiment with different tenses and use some common irregular past tense verbs correctlyVC2EALC1W08 | No change. |
| Use basic qualifiers and quantifiers to express a range of meaning (VCEALL603) | use basic qualifiers and quantifiers to express a range of meaningVC2EALC1W09 | No change. |
| Use emerging language to create desired effects (VCEALL604) |  | Removed to reduce repetition. |
| Incorporate introduced subject-specific vocabulary into simple sentences (VCEALL605) | use a range of simple subject-specific vocabularyVC2EALC1W10 | Refined for clarity. |
| Use grapho-phonic knowledge to attempt to spell unknown words (VCEALL606) | use graphophonic knowledge to attempt to spell unfamiliar wordsVC2EALC1W11 | Revised to replace ‘unknown’ with ‘unfamiliar’. |
| Use common punctuation with some consistency (VCEALL607) | use common punctuation with some consistencyVC2EALC1W12 | No change. |
| Use basic digital technology functions (VCEALL608) |  | Removed because this skill is 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** |
| --- | --- | --- |
| Use the features of simple text types appropriately (VCEALA592) | use the features of simple text types appropriatelyVC2EALC1W13 | No change. |
| Redraft text with support, incorporating corrections and suggestions (VCEALA594) | revise and edit texts with support, incorporating corrections and suggestionsVC2EALC1W14 | Revised to replace ‘redraft’ with ‘revise and edit’. |
| Refer to a bilingual dictionary, class lists or previous work to record and find or check words and their meanings (VCEALA595) | draw on a range of home language resources when writingVC2EALC1W15 | Refined to refer to home language resources more broadly. |
| Participate in shared or modelled writing activities (VCEALA593) | participate in teacher-led writing activitiesVC2EALC1W16 | Refined for clarity. |
| Draw on experience of language patterns in controlled writing activities to express ideas (VCEALA596) |  | Removed to reduce repetition. |

## Level C2

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Speaking and ListeningAt Level C2 students use simple but effective strategies for initiating communication and negotiating meaning. They communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and cultural understanding. With support in academic contexts, they extract some specific information from texts and understand teacher explanations involving familiar specific curriculum area vocabulary. With support, they use some increasingly complex grammatical features and a basic range of connectives, such as time and sequence markers, to show relationships between ideas. They use some standard expressions to express views and attitudes. They demonstrate some understanding of the structures and features of extended texts, by using appropriate stress, intonation, pausing and eye contact, and modelled introductory and concluding sentences.Reading and ViewingAt Level C2 students read and comprehend a range of short, familiar fictional and factual texts and, when well supported, some unfamiliar texts. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts.Students show some comprehension beyond the literal level, suggesting appropriate interpretations and identifying basic cultural variables where evident. They use headings and diagrams to assist in reading accessible texts from across the curriculum for a range of purposes. They extract the main ideas from factual texts. They show awareness of how some connectives link and sequence ideas within a text. They read on and consider the context when deducing the meaning of unknown words. They read aloud with a degree of fluency, and draw upon their understanding of the text to use stress and intonation with increasing accuracy. They use their developing knowledge of sentence structure and sound–symbol relationships to read new words and self-correct. They select basic texts appropriate for particular reading purposes.WritingAt Level C2 students write with a degree of autonomy for a range of everyday classroom and personal purposes, such as describing, explaining and recounting. They independently write some basic texts and experiment with presenting their own ideas. Their texts show varying grammatical accuracy. They incorporate emerging vocabulary and grammatical features to achieve desired effects. They use an increasing range of simple connectives to indicate some basic relationships within and between sentences and paragraphs. They choose appropriate text structures and use headings, tables and images. They use basic text models as a basis for their own texts. They use strategies to organise information in supported research tasks. With teacher support and feedback, they review, redraft and improve their writing by discussing alternative ways of arranging and expressing ideas. They use more advanced features in software applications to write, edit and present their texts. | By the end of Level C2, students demonstrate the following skills in English as an Additional Language.**Listening and Speaking**Students use simple strategies for initiating communication and negotiating meaning. They communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and cultural understanding. With support in academic contexts, they extract some specific information from texts and understand teacher explanations involving familiar, specific curriculum area vocabulary. With support, they use some increasingly complex grammatical features, and a basic range of connectives such as time and sequence markers, to show relationships between ideas. They use some conventional expressions to express views and attitudes. They demonstrate some understanding of the structures and features of extended texts by using appropriate stress, intonation, pauses and eye contact, and modelled introductory and concluding sentences.**Reading and Viewing**Students read and comprehend a range of short, familiar fictional and information print and digital texts and, when well supported, some unfamiliar texts. These texts include handwritten, visual, multimodal and interactive texts.Students demonstrate comprehension beyond the literal level, by suggesting appropriate interpretations and identifying basic cultural variables where evident. They use headings and diagrams to assist in reading texts from all curriculum areas and for a range of purposes. They extract the main ideas from information texts. They show awareness of how some connectives link and sequence ideas within a text. They read and consider the context when deducing the meaning of unfamiliar words. They read aloud with a degree of fluency, and draw on their understanding of the text to use stress and intonation with increasing accuracy. They use their developing knowledge of sentence structure and phoneme–grapheme correspondences to read unfamiliar words and self-correct. They select basic texts appropriate for specific reading purposes.**Writing**Students write for a range of everyday classroom and personal purposes, such as describing, explaining and recounting. They independently write some basic texts and experiment with presenting their own ideas. Their texts show varying spelling and grammatical accuracy. They incorporate emerging vocabulary, punctuation and grammatical features to achieve desired effects. They use an increasing range of simple connectives to indicate basic relationships within and between sentences and paragraphs. They choose appropriate text structures and use headings, tables and images. They use simple model texts as a basis for their own texts. They use strategies to organise information in supported research tasks. With teacher support and feedback, they review, redraft and improve their writing by discussing alternative ways of arranging and expressing ideas. They use a range of digital resources to write, edit and publish 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** |
| --- | --- | --- |
| Provide information or assistance when requested in classroom interactions (VCEALC609) |  | Removed to reduce repetition. |
| Negotiate interactions with reliance on an attentive conversation partner (VCEALC610) |  | Removed to reduce repetition. |
| Participate in common school routines (VCEALC611) |  | Removed to reduce repetition. |
| Understand the gist of context-reduced spoken texts (VCEALC612) | understand the main themes and ideas of context-reduced spoken texts, with supportVC2EALC2L01 | Revised to provide clearer guidance for teachers. |
| Extract specific information from spoken or visual texts, using guide questions from the teacher (VCEALC613) | extract specific information from spoken or visual texts, using guide questions from the teacherVC2EALC2L02 | No change. |
|  | participate in an increasing range of common school and classroom routines VC2EALC2L03 | New content description. Added to strengthen opportunities for listening and speaking. |
| Express simple opinions and describe feelings (VCEALC615) |  | Removed to reduce repetition. |
| Present a short, prepared formal talk on a researched topic, using notes and props (VCEALC616) | present a short, prepared formal talk on a researched topic, using notes and propsVC2EALC2L04 | 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 small variety of text types for curriculum areas (VCEALL622) | recognise and use a variety of text types and structures in different curriculum areasVC2EALC2L05 | Revised to provide clearer guidance for teachers. |
| Use simple time and sequence markers to connect ideas in speech (VCEALL623) |  | Removed to reduce repetition. |
| Use a range of cohesive devices to link ideas (VCEALL624) | use a range of simple cohesive devices to connect ideas in speechVC2EALC2L06 | Revised to add ‘simple’ and replace ‘link ideas’ with ‘connect ideas in speech’. |
| Use subject–verb–object pronoun pattern correctly (VCEALL625) |  | Removed to reduce repetition. |
| Use a range of verb forms with increasing accuracy (VCEALL626) | use a range of verb forms with increasing accuracyVC2EALC2L07 | No change. |
| Use simple descriptive phrases (VCEALL627) | use simple descriptive phrasesVC2EALC2L08 | No change. |
| Use familiar vocabulary to convey shades of meaning (VCEALL628) | use familiar vocabulary to convey nuanceVC2EALC2L09 | Revised to replace ‘shades of meaning’ with ‘nuance’. |
| Use topic-related compound words to extend vocabulary (VCEALL629) |  | Removed to reduce repetition. |
| Use pronunciation and some non-verbal features to support communication (VCEALL630) | use pronunciation to support communicationVC2EALC2L10 | Refined for clarity. |
|  | understand and use a range of sentence stress, intonation and other paralinguistic (non-verbal) features to manage interactionsVC2EALC2L11 | New content description. Added to provide specificity. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Interact effectively with some confidence with a range of interlocutors (VCEALA617) |  | Removed to reduce repetition. |
| Employ a range of non-verbal strategies to manage interactions (VCEALA618) |  | Removed to reduce repetition. |
|  | identify similarities and differences between spoken English and home language(s)VC2EALC2L12 | New content description. Added to support plurilingualism in Version 2.0. |
| Self-correct and improve aspects of pronunciation that impede communication (VCEALL631) | self-correct and improve aspects of spoken English use that impede communicationVC2EALC2L13 | Revised and moved from Version 1.0 sub-strand ‘Linguistic structures and features’. |
| Ask for the translation of specific words from other home language speakers (VCEALA619)Use home language resources to support use of English (VCEALA620)Transfer academic and communication skills from home language to English (VCEALA621) | draw on a wide range of home language resources when listening and speakingVC2EALC2L14 | Combined 3 content descriptions to form one and revised to refer to home language resources more broadly. |
| Interact with peers in routine pair or group work activities (VCEALC614) | interact with peers in routine pair or group-work activitiesVC2EALC2L15 | Moved from Version 1.0 sub-strand ‘Communication’. |

**VC2 strand: Reading and Viewing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Employ a repertoire of strategies to read familiar and simple factual and fictional texts (VCEALC632) |  | Removed to reduce repetition. |
| Locate specific information in fictional and factual texts using guide questions (VCEALC634) | identify the main idea in simple texts, with teacher supportVC2EALC2R01 | Refined and added ‘with teacher support’. |
|  | locate specific information in simple print and digital texts, with teacher supportVC2EALC2R02 | New content description. Added recognise the increasing importance of engaging with digital texts. |
| Locate specific information from subject-based diagrams, graphs and charts (VCEALC633) | locate specific information from subject-based diagrams, graphs and charts, with teacher supportVC2EALC2R03 | Revised to include ‘with teacher support’. |
|  | use contextual cues to predict meaningVC2EALC2R04 | New content description. Added to provide specificity around predicting meaning. |
| Read long, complex texts with support from the teacher (VCEALC635) |  | Removed to reduce repetition. |
| Respond to creative texts, showing a developing understanding of key events, characters and issues (VCEALC636) |  | Removed to reduce repetition. |
| Use basic features of a website appropriately (VCEALC637) |  | Removed because this skill is taught and assessed in the Digital Technologies curriculum. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Identify different forms of texts (VCEALL642) | identify different text typesVC2EALC2R05 | Refined for clarity. |
| Interpret the way information is organised in texts (VCEALL643) |  | Removed to reduce repetition. |
| Show awareness of how cohesive devices organise ideas (VCEALL644) | understand how cohesive devices organise ideasVC2EALC2R06 | Revised to replace ‘show awareness of’ with ‘understand’. |
| Read texts that contain compound and complex sentences of two or three clauses (VCEALL645) | read texts that contain compound and complex sentences of 2 or 3 clausesVC2EALC2R07 | No change. |
| Identify some basic language features of texts (VCEALL646) |  | Removed to reduce repetition. |
|  | distinguish between verb tensesVC2EALC2R08 | New content description. Added to focus on a key skill. |
| Read and understand sentences containing a small range of descriptive language (VCEALL647) | read and understand a range of descriptive languageVC2EALC2R09 | Refined for clarity. |
| Recognise common vocabulary and learnt topic-specific vocabulary from different curriculum areas (VCEALL648) | recognise common vocabulary and learnt topic-specific vocabulary from different curriculum areasVC2EALC2R10 | No change. |
| Use syntactic, logical and cultural cues to work out the meaning of unknown words in a text (VCEALL649) |  | Removed because of wordiness. |
|  | apply knowledge of phoneme–grapheme correspondences to deduce the pronunciation of unfamiliar wordsVC2EALC2R11 | New content description. Added to be consistent with the language used in English Version 2.0. |
| Understand the function of punctuation marks (VCEALL650) | understand the function of punctuation marksVC2EALC2R12 | No change. |
| Self-correct pronunciation when reading aloud (VCEALL651) |  | 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** |
| --- | --- | --- |
| Identify and discuss the purpose, audience and context of particular texts (VCEALA638) |  | Removed to reduce repetition. |
| Show awareness of differences in text formats in English compared to home language (VCEALA640) | compare and contrast texts in English and home language(s)VC2EALC2R13 | Refined for clarity. |
| Choose accessible yet challenging texts to read and enjoy (VCEALA639) | select and read accessible yet challenging texts, with teacher supportVC2EALC2R14 | Revised to replace ‘choose’ with ‘select and read’ and to include ‘with teacher support’. |
| Check and/or confirm the meaning of unfamiliar words using a bilingual dictionary (VCEALA641) | draw on a wide range of home language resources when reading and viewingVC2EALC2R15 | Revised to refer to home language resources more broadly. |
|  | participate in shared reading activities, expressing personal viewsVC2EALC2R16 | New content description. Added to support new focus on collaboration. |

**VC2 strand: Writing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Present information in a variety of forms (VCEALC652) |  | Removed to reduce repetition. |
| Write texts for social purposes (VCEALC653) | write texts for a narrow range of social purposes, with teacher supportVC2EALC2W01 | Revised to include ‘narrow range’ and to include ‘with teacher support’. |
| Write information texts for general school use, based on modelled language (VCEALC654) | write information texts for general school use, based on modelled languageVC2EALC2W02 | No change. |
| Write some creative or personal texts, experimenting with known English (VCEALC655) | write some imaginative or personal texts, with supportVC2EALC2W03 | Refined for clarity and specificity. |
|  | write texts with a variety of visual formsVC2EALC2W04 | New content description. Added to recognise the increasing importance of visual texts and the roles they play in reading. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Organise information and write according to the structure of a specified text (VCEALL661) | organise information and write according to the structure of a specified text to reflect given or new informationVC2EALC2W05 | Revised to include ‘to reflect given or new information’. |
| Organise the content of a topic at paragraph level, with teacher guidance, to reflect given or new information (VCEALL662) |  | Removed to reduce repetition. |
| Link ideas using a range of basic cohesive devices (VCEALL663) | link ideas using a range of basic cohesive devicesVC2EALC2W06 | No change. |
| Use mostly standard word order (VCEALL664) |  | Removed to reduce repetition. |
| Develop writing through the use of compound and complex sentences (VCEALL665) | use compound and complex sentences in developing writingVC2EALC2W07 | Refined for clarity. |
| Write using a range of tenses with varied accuracy (VCEALL666) | write using a range of tenses, including simple and continuous present and past tense, with varying accuracyVC2EALC2W08 | Revised to provide clearer guidance for teachers. |
| Use adverbials to provide simple detail (VCEALL667) | use adverbials and prepositions to provide simple detailVC2EALC2W09 | Revised to include ‘prepositions’. |
| Use a varied and appropriate vocabulary (VCEALL668) | use a varied and appropriate vocabularyVC2EALC2W10 | No change. |
| Use modelled subject-specific vocabulary appropriately (VCEALL669) |  | Removed to reduce repetition. |
| Spell most commonly encountered words correctly (VCEALL670) | spell most encountered words correctly, drawing on a range of strategies including graphophonic and morphemic knowledge, context clues and/or home language strategiesVC2EALC2W11 | Revised to provide clearer guidance for teachers. |
| Use a range of punctuation marks consistently and correctly (VCEALL671) | use a range of punctuation marks consistently and correctlyVC2EALC2W12 | No change. |
| Develop a small range of skills to create and navigate simple digital texts (VCEALL672) |  | Removed because this skill is 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** |
| --- | --- | --- |
| Use appropriate forms of text for purpose and audience, with guidance (VCEALA656) | choose different forms of text and discuss their appropriateness for purpose and audience, with teacher supportVC2EALC2W13 | Revised to provide clearer guidance for teachers. |
| Reflect on own writing through class discussion (VCEALA657) |  | Removed to reduce repetition. |
| Revise text at the word, sentence or whole-text level, based on teacher or peer feedback (VCEALA658) | revise and edit texts at the word, sentence and whole-text level, based on teacher or peer feedbackVC2EALC2W14 | Revised to include editing. |
| Access new words from bilingual dictionaries or word lists (VCEALA659)Attempt to communicate more complex ideas by drawing on a bilingual dictionary or other home language resources (VCEALA660) | draw on a wide range of home language resources when writingVC2EALC2W15 | Combined and refined 2 content descriptions to form one. |
|  | participate in shared writing activities with peersVC2EALC2W16 | New content description. Added to support new focus on collaboration. |

## Level C3

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Speaking and ListeningAt Level C3 students listen, question and respond successfully in a wide range of social and academic contexts. They demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts. They use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions. They discuss texts from across the curriculum using modelled examples in supportive classroom situations and structured group work. With varying accuracy, they use a range of question types, time signals, conjunctions and modal verbs to express a variety of academic functions, and to give and justify opinions and points of view. Students interpret accessible spoken and print texts and, with support, understand the full text. They listen for specific information when questions are given beforehand. They understand small amounts of abstract and generalised information when appropriate background is provided.Reading and ViewingAt Level C3 students demonstrate a basic understanding of the main ideas, issues or plot developments in a range of accessible texts from across the curriculum. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts.Students demonstrate a basic understanding of the different purposes and structures of a range of text types and can make predictions about the likely content of texts. They identify the stages of imaginative texts they read, and the role of headings, diagrams and captions in factual texts. They follow meaning across sentences and paragraphs by tracking basic cohesive and reference items and clearly expressed cues in sentence structure and vocabulary. They use appropriate metalanguage to talk about the structure and features of a text. They adjust their rate of reading to the task, reading closely for analysis, scanning for specific information, and skimming for the main idea. They use cues from the surrounding text and their sound–symbol knowledge to assist in reading new words.WritingAt Level C3, through guided activities, students write texts based on an extensive range of fictional and factual text types from across the curriculum, showing an awareness of purpose and audience. They consistently use the basic structures of these text types, and demonstrate consistent but not complete control of the English grammar appropriate to them. They demonstrate some control of passive voice, a range of tenses and direct speech. They produce paragraphs with topic sentences and incorporate some cohesive devices to make links and contrasts between and within paragraphs through a range of conjunctions, connectives and pronoun references. When planning, writing, reviewing and redrafting, they pay some attention to whole-text, sentence and word level issues, including punctuation. They use a range of strategies when spelling new words. They present their writing appropriately, in print and digital forms. | By the end of Level C3, students demonstrate the following skills in English as an Additional Language.**Listening and Speaking**Students listen, question and respond successfully in a wide range of social and academic contexts. They demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts. They use appropriate non-verbal language, take account of purpose and audience, and structure extended texts appropriately when participating in group debates and discussions. They discuss texts from across the curriculum using modelled examples in supportive classroom situations and structured group work. With varying accuracy, they use a range of question types, time signals, conjunctions and modal verbs to express points of view and to give and justify opinions. They interpret spoken and print texts and, with support, understand the full text. They listen for specific information when questions are given beforehand. They understand small amounts of abstract and generalised information when appropriate background is provided.**Reading and Viewing**Students demonstrate a basic understanding of the main ideas, issues or plot developments in a range of print and digital texts across all curriculum areas. These texts include handwritten, visual, multimodal and interactive texts. Students demonstrate a basic understanding of the different purposes and structures of a range of text types and can make predictions about the likely content of texts. They identify the structure of imaginative texts they read, and the role of headings, diagrams and captions in information texts. They follow meaning across sentences and paragraphs by tracking basic cohesive and reference items, and clearly expressed cues in sentence structure and vocabulary. They use appropriate metalanguage to talk about the structure and features of a text. They adjust their rate of reading to a task, reading closely for analysis, scanning for specific information and skimming for the main idea. They use their knowledge of phoneme–grapheme correspondences and cues from surrounding text to assist in reading unfamiliar words.**Writing**Through guided activities, students write texts based on an extensive range of fictional and information text types across all curriculum areas, showing an awareness of purpose and audience. They consistently use the basic structures of these text types, and demonstrate consistent but not complete control of the English grammar appropriate to these. They demonstrate some control of passive voice, a range of tenses and direct speech. They produce paragraphs with topic sentences and incorporate some cohesive devices to make links and contrasts between and within paragraphs through a range of conjunctions, connectives and pronoun references. When planning, writing, reviewing and redrafting, they pay some attention to whole-text, sentence and word-level issues, including punctuation. They use a range of strategies when spelling unfamiliar words. 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** |
| --- | --- | --- |
| Interpret the main idea in texts, with some support (VCEALC676) | identify the main idea in spoken texts, with some contextual supportVC2EALC3L01 | Revised to improve clarity. |
| Listen for specific information, using question, preview and prediction strategies (VCEALC677) | identify specific information, using question, preview and prediction strategies, with some contextual supportVC2EALC3L02 | Revised to improve clarity and include ‘contextual support’. |
| Participate in conversations with a small range of speakers (VCEALC673)Participate in a range of school routines in mainstream classrooms (VCEALC675) Negotiate with peers and teachers in familiar informal and formal classroom situations (VCEALC674) | participate in informal and formal spoken interactions and routines in familiar classroom situations with a narrow range of speakers, across the curriculumVC2EALC3L03 | Combined and refined 3 content descriptions to form one. |
| Contribute to effective group work (VCEALC678) |  | Removed to reduce repetition. |
| Use available English repertoire to discuss and justify a point of view on a familiar topic (VCEALC679) |  | Removed to reduce repetition. |
| Prepare and deliver an oral presentation, after modelling and support (VCEALC680) | prepare and present a formal talk with some contextual support VC2EALC3L04 | Revised to improve clarity and include ‘contextual support’. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Produce a range of coherent texts appropriate for audience and purpose (VCEALL686) | produce a range of coherent spoken texts appropriate for audience and purposeVC2EALC3L05 | Revised to specify ‘spoken texts’. |
| Use time signals to link extended speech (VCEALL687)Use a range of cohesive devices to extend speech (VCEALL688) | use a range of cohesive devices to link extended speechVC2EALC3L06 | Combined and refined 2 content descriptions to form one. |
| Construct a range of sentence types (VCEALL689) |  | Removed to reduce repetition. |
| Use basic and some complex verb forms accurately (VCEALL690) | use more complex verb forms accuratelyVC2EALC3L07 | Refined for clarity. |
| Use longer descriptive phrase (VCEALL691) | use longer descriptive phrasesVC2EALC3L08 | No change. |
| Comprehend familiar and specific curriculum area vocabulary in a spoken or digital text (VCEALL692)Use specific curriculum area language, including technical terms (VCEALL693) | use familiar and specific curriculum area vocabulary in spoken and/or multimodal textsVC2EALC3L09 | Combined and refined 2 content descriptions to form one. |
| Use pronunciation and non-verbal features to support communication (VCEALL694) | use pronunciation to enhance communicationVC2EALC3L10 | Refined for clarity. |
| Identify specific pronunciation problems that need attention (VCEALL695) |  | Removed to reduce repetition. |
|  | employ a greater range of sentence stress, intonation and paralinguistic (non-verbal) skillsVC2EALC3L11 | New content description. Added to support the ‘speaking’ aspect of Version 2.0 as well as providing specificity for teachers. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Adapt speech in common classroom interactions so it is appropriate to the particular context and audience (VCEALA681) |  | Removed to reduce repetition. |
| Develop non-verbal communication skills (VCEALA682) |  | Removed to reduce repetition. |
| Talk about cultural differences related to communication (VCEALA685) | talk about cultural differences related to spoken communicationVC2EALC3L12 | Revised to specify ‘spoken communication’. |
|  | self-assess and improve aspects of spoken English language use to enhance communicationVC2EALC3L13 | New content description. Added to strengthen representation of cultural strategies used to support the learning of English. |
| Explain the home language meaning of unfamiliar English words and phrases to home language peers (VCEALA683)Clarify in home language to check understanding (VCEALA684) | draw on an extensive range of home language resources when listening and speakingVC2EALC3L14 | Combined and refined2 content descriptions to form one. |
|  | contribute to collaborative group workVC2EALC3L15 | New content description. Added to support new focus on collaboration. |

**VC2 strand: Reading and Viewing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Interpret and respond to accessible texts from across the curriculum (VCEALC696) |  | Removed to reduce repetition. |
| Skim a text for general meaning and scan to find detailed information (VCEALC698) | skim a range of texts with some contextual support for general meaningVC2EALC3R01 | Content description (VCEALC698) from Version 1.0 has been broken into 2 content descriptions. |
| Skim a text for general meaning and scan to find detailed information (VCEALC698) | scan a print text with some contextual support to find detailed informationVC2EALC3R02 | Content description (VCEALC698) from Version 1.0 has been broken into 2 content descriptions. |
| Extract information from a range of visual representations, including tables, graphs and diagrams (VCEALC697) | extract information from a range of visual representations, including tables, graphs and diagrams, with some teacher supportVC2EALC3R03 | Revised to include ‘with some teacher support’. |
|  | use contextual cues to infer meaningVC2EALC3R04 | New content description. Added to provide opportunity to target a key skill. |
| Read with understanding texts on familiar topics, with some visual support (VCEALC699) |  | Removed to reduce repetition. |
| Respond to imaginative texts, showing an understanding of key events, characters and issues (VCEALC700) |  | Removed to reduce repetition. |
| Interpret the various icons, menu items and links on an accessible website (VCEALC701) |  | 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** |
| --- | --- | --- |
| Compare the structures of different texts (VCEALL706) | compare the structures of different textsVC2EALC3R05 | * No change.
 |
| Outline the role of specific features of a text (VCEALL707) |  | Removed to reduce repetition. |
| Identify the role of cohesive markers in a text (VCEALL708) | identify the role of cohesive markers in a textVC2EALC3R06 | No change. |
| Read texts with a range of sentence types (VCEALL709) | read texts with a range of sentence types, including complex and compound sentences with multiple clausesVC2EALC3R07 | Revised to provide clearer guidance for teachers. |
| Identify agent, action and consequence in sentences using passive voice (VCEALL710) | identify agent, action and consequence in sentences using passive voiceVC2EALC3R08 | No change. |
| Read and understand sentences containing a broad range of descriptive language (VCEALL711) | read and understand sentences containing a wide range of descriptive languageVC2EALC3R09 | Revised to replace ‘broad range’ with ‘wide range’. |
| Identify thematic groupings of words in a text (VCEALL712) | identify thematic groupings of words in a textVC2EALC3R10 | No change. |
| Use contextual cues to infer the meaning of unknown words (VCEALL713) | employ a range of strategies to decode words and phrases with increasing accuracyVC2EALC3R11 | Revised to improve clarity. |
|  | interpret an increasing range of punctuation marksVC2EALC3R12 | New content description. Added to increase focus on developing senior secondary writing skills. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Understand the relationship between text structures and social purposes of text types studied in class (VCEALA702) |  | Removed to reduce repetition. |
| Respond to different cultural attitudes that are exemplified in stories (VCEALA704) | respond to different cultural values and attitudes that are exemplified in textsVC2EALC3R13 | Revised to replace ‘attitudes’ with ‘values’ and ‘stories’ with ‘texts’. |
| Experiment with reading long, complex texts with support from the teacher (VCEALA703) | select and read long complex texts, with teacher supportVC2EALC3R14 | Refined for clarity. |
| Refer to a bilingual dictionary to check and extend vocabulary (VCEALA705) | draw on an extensive range of home language resources when reading and viewingVC2EALC3R15 | Revised to refer to home language resources more broadly. |
|  | contribute to shared reading activities, including personal responsesVC2EALC3R16 | New content description. Added to support new focus on collaboration and to validate student’s own experiences. |

**VC2 strand: Writing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Write an argument or discussion (VCEALC715) | write a simple argument or discussionVC2EALC3W01 | Revised to include ‘simple’. |
| Write factual texts showing an awareness of appropriate text structure, purpose and organisation of ideas (VCEALC716) | write information texts showing an awareness of appropriate text structure, purpose and organisation of ideasVC2EALC3W02 | Revised to replace ‘factual texts’ with ‘information texts’. |
| Write personal and imaginative texts showing an awareness of elements such as text structure or storyline and character (VCEALC717) | write imaginative texts showing an awareness of elements such as text structure or storyline and characterVC2EALC3W03 | Refined to target a key form of text. |
| Use visual stimuli to convey information (VCEALC714) | use visual stimuli to convey informationVC2EALC3W04 | 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** |
| --- | --- | --- |
| Plan and sequence information for a specified text (VCEALL723) | plan and sequence information for a specified text using a model textVC2EALC3W05 | Revised to include ‘using a model text’. |
| Write cohesive texts for a range of purposes (VCEALL724) | write cohesive texts for a range of purposesVC2EALC3W06 | No change. |
| Use a range of cohesive devices to connect ideas in text (VCEALL725) |  | Removed to reduce repetition. |
| Use basic knowledge of grammatical features at the sentence level to argue, persuade, describe, classify, explain or instruct (VCEALL726) |  | Removed to reduce repetition. |
| Construct extended sentences using simple relative clauses and a range of common conjunctions (VCEALL727) | construct appropriate extended sentences using simple relative clauses and a range of common conjunctionsVC2EALC3W07 | Revised to include ‘appropriate’. |
| Use verb forms appropriate to text type (VCEALL728) | use verb forms appropriate to text typeVC2EALC3W08 | No change. |
| Use a range of expressions to qualify opinions (VCEALL729) | use a range of expressions to qualify opinionsVC2EALC3W09 | No change. |
| Use vocabulary to create nuance, mood and feeling (VCEALL730)Use a growing range of simple vocabulary (VCEALL731) | use a range of vocabulary to create nuance, mood and feelingVC2EALC3W10 | Combined and refined 2 content descriptions to form one. |
| Employ a range of strategies to spell words with increasing accuracy (VCEALL732) | employ a range of strategies to spell words with increasing accuracyVC2EALC3W11 | No change. |
| Use punctuation marks to create effects in writing, such as pauses and emphasis (VCEALL733) | use punctuation marks to create effects in writing, such as pauses and emphasisVC2EALC3W12 | No change. |
| Create, edit and navigate simple digital texts (VCEALL734) |  | Removed because this skill is 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 how the purpose and audience of a text can influence content and form (VCEALA718) | understand how the purpose and audience of a text can influence content and formVC2EALC3W13 | No change. |
| Plan and draft text with support from peers and teacher (VCEALA719)Revise text and proofread for accuracy of expression (VCEALA720) | revise and edit texts, with support from peers and the teacherVC2EALC3W14 | Combined and refined 2 content descriptions to form one. |
| Use home language resources such as bilingual dictionaries to improve range and clarity of expression (VCEALA721) | draw on an extensive range of home language resources when writingVC2EALC3W15 | Revised to refer to home language resources more broadly. |
| Demonstrate the development of metalanguage appropriate to the content and task (VCEALA722) |  | Removed to reduce repetition. |
|  | contribute to shared writing eventsVC2EALC3W16 | New content description. Added to support new focus on collaboration. |

## Level C4

Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Speaking and ListeningAt Level C4 students demonstrate greater autonomy and control over their use of English, combining their expanding vocabulary with the appropriate use of a wide range of complex grammatical features including modal verbs, passive voice and tenses. They demonstrate understanding of the ways that pauses, stress, rhythm and intonation help to clarify meaning. They speak clearly and pronounce most sounds correctly. They take part in extended discourse on factual and interpersonal topics using an appropriate modelled structure, and respond appropriately to listeners’ reactions. They identify the intention of supportive speakers, using their knowledge of how intonation, volume, stress and lexical choices support and convey meaning and emphasise opinions and emotions. They identify examples of relatively explicit subjective language. They extract information from challenging spoken texts, using guide questions and taking notes on key ideas.Reading and ViewingAt Level C4 students compare and make judgments about different texts (such as texts on the same topic by different authors) and read a wide range of accessible and culturally appropriate texts from across the curriculum with a high degree of independence. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts.Students take notes that identify main ideas, issues and plot developments. They identify supporting information to justify a response, including significant quotations that relate to key themes. They understand the main meaning by focusing on the first lines of key paragraphs. They adjust their reading style to the task. They locate and organise information from a range of reference sources, including the internet. They identify reference items across complex sentences. They predict the way a text may be organised and its likely language features. With more difficult texts, they identify a few specific facts and the basic perspective of the writer.WritingAt Level C4 students write, with appropriate support, the full range of extended fictional and factual text types undertaken across the curriculum. With support they vary their writing to be consistent with the text type, the context and the needs of the reader, presenting similar content in different ways. They demonstrate reasonably consistent control of a wide range of grammatical features. They incorporate direct and indirect speech, including quotations, appropriately. They employ an extended range of appropriate cohesive devices between sentences and paragraphs, retaining clarity and fluency. They use some abstract noun groups. In response to feedback and self-assessment, they review and redraft their writing to enhance fluency, clarity, accuracy and appropriateness for purpose, audience and context. They plan, draft, edit and present their writing in a range of print and digital forms, as appropriate. | By the end of Level C4, students demonstrate the following skills in English as an Additional Language.**Listening and Speaking**Students demonstrate greater autonomy and control over their use of English, combining their expanding vocabulary with the appropriate use of a wide range of complex grammatical features including modal verbs, passive voice and tenses. They demonstrate understanding of the ways in which pauses, stress, rhythm and intonation help to clarify meaning. They speak clearly and pronounce most sounds correctly. They take part in extended discourse on factual and interpersonal topics using an appropriate modelled structure, and respond appropriately to listeners’ reactions. They deliver formal and informal presentations to an audience. They identify the intention of supportive speakers, using their knowledge of how intonation, volume, stress and lexical choices support and convey meaning and emphasise opinions and emotions. They identify examples of relatively explicit subjective language. They extract information from challenging spoken texts, using guide questions and taking notes on key ideas.**Reading and Viewing**Students compare and make judgements about different texts (such as texts on the same topic by different authors) and read a wide range of accessible and culturally appropriate texts from across the curriculum with a high degree of independence. These texts may be print or digital, including handwritten, visual, multimodal and interactive texts.Students take notes that identify main ideas, issues and plot developments. They identify supporting information to justify a response, including significant quotations that relate to key themes. They understand the main meaning by focusing on the first lines of key paragraphs. They adjust their reading style to a task. They locate and organise information from a range of reference sources, including the internet, and begin to synthesise and make meaning from increasingly complex texts. They identify reference items across complex sentences. They predict the way a text may be organised and its likely language features. With more difficult texts, they identify a few specific facts and the basic perspective of the writer.**Writing**Students write, with appropriate support, the full range of extended imaginative and information text types undertaken across the curriculum. With support, they vary their writing to be consistent with the text type, the context and the needs of the reader, presenting similar content in different ways. They demonstrate reasonably consistent control of a wide range of grammatical features, including spelling. They incorporate direct and indirect speech, including quotations, appropriately. They employ an extended range of appropriate cohesive devices between sentences and paragraphs, retaining clarity and fluency. They use some abstract noun groups. In response to feedback and self-assessment, they review and redraft their writing to enhance fluency, clarity, accuracy and appropriateness for purpose, audience and context. They plan, draft, edit and present their writing in a range of print and digital forms, as appropriate. | 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 point of view and message of an unfamiliar speaker, with minimal support (VCEALC738) | understand the point of view and message of an unfamiliar speaker, with minimal contextual supportVC2EALC4L01 | Revised to include ‘contextual’. |
| Extract key information or ideas from a variety of texts across the curriculum areas, with reduced support (VCEALC739) | extract key information or ideas from a variety of spoken texts across the curriculum, with minimal contextual supportVC2EALC4L02 | Refined to focus on spoken texts only. |
| Participate in conversations with fluent speakers that involve changes of topic and register (VCEALC735)Negotiate with peers and teachers in the full range of classroom situations (VCEALC736) | participate effectively in exchanges and conversations with fluent speakers that involve changes of topic and register in the full range of classroom situations across the curriculum VC2EALC4L03 | Combined and refined 2 content descriptions to form one. |
| Use available repertoire of spoken English to participate effectively in a mainstream classroom (VCEALC737) |  | Removed to reduce repetition. |
| Contribute to and manage effective group work (VCEALC740) |  | Removed to reduce repetition. |
| Justify a point of view to peers with increasing confidence (VCEALC741) |  | Removed to reduce repetition. |
| Prepare and deliver an extended talk that reflects a clear progression of ideas relevant to the audience and purpose (VCEALC742) | prepare and deliver an extended formal presentation that reflects a clear progression of ideas relevant to the audience, context and purposeVC2EALC4L04 | Revised to replace ‘talk’ with ‘formal presentation’ and to include ‘context’. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Sustain complex ideas and information in coherent spoken texts, taking account of audience and purpose (VCEALL748) | sustain complex ideas and information in coherent spoken texts, taking account of audience, context and purposeVC2EALC4L05 | Revised to include ‘context’. |
| Produce extended speech, using connectives and signal words (VCEALL749)Use a range of cohesive devices to extend and connect speech (VCEALL750) | produce extended speech using a range of cohesive devices and signal words to connect ideasVC2EALC4L06 | Combined and refined 2 content descriptions to form one. |
| Formulate extended statements with increasing control over grammatical features (VCEALL751)Use extended topic-related verb groups (VCEALL752) | formulate extended topic-related verb groups with increasing control over grammatical featuresVC2EALC4L07 | Combined and refined 2 content descriptions to form one. |
| Use a range of extended descriptive phrases (VCEALL753) | use a range of extended descriptive phrasesVC2EALC4L08 | No change. |
| Use existing vocabulary knowledge to determine the meaning of new words (VCEALL754) |  | Removed to reduce repetition. |
| Use words with multiple meanings across curriculum areas (VCEALL755) | use words with multiple meanings across curriculum areasVC2EALC4L09 | No change. |
| Use pronunciation, intonation, volume and stress to support meaning (VCEALL756) | use pronunciation and word stress accuratelyVC2EALC4L10 | Refined for specificity. |
| Self-correct and improve aspects of pronunciation that impede communication (VCEALL757) |  | Removed to reduce repetition. |
|  | apply sentence stress, intonation and paralinguistic (non-verbal) features purposefullyVC2EALC4L11 | New content description. Added to provide specificity to support 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** |
| --- | --- | --- |
| Shift between using formal and informal registers in response to purpose and context (VCEALA743) |  | Removed to reduce repetition. |
| Apply non-verbal communication skills purposefully (VCEALA744) |  | Removed to reduce repetition. |
| Discuss a point of language (VCEALA745) |  | Removed to reduce repetition. |
| Compare and contrast different ways of communicating meanings in home language and English (VCEALA747) | analyse and evaluate similarities and differences in spoken language use across culturesVC2EALC4L12 |  Revised to improve clarity. |
|  | employ a range of strategies to enhance comprehension and production of spoken EnglishVC2EALC4L13 | New content description. Added to strengthen plurilingualism in Version 2.0. |
| Use home language resources to develop English (VCEALA746) | draw on an extensive and varied range of home language resources when listening and speakingVC2EALC4L14 | Revised to improve clarity. |
|  | initiate and manage collaborative group workVC2EALC4L15 | New content description. Added to support new focus on collaboration. |

**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 independently a wide range of accessible texts (VCEALC758) |  | Removed to reduce repetition. |
|  | identify, analyse and evaluate the main ideas in a range of complex and unfamiliar textsVC2EALC4R01 | New content description. Added to provide specificity around key skills. |
| Extract and manipulate relevant information from a range of texts (VCEALC759) | extract and evaluate relevant information in a range of textsVC2EALC4R02 | Revised to replace ‘manipulate’ with ‘evaluate’. |
| Summarise the nature and content of a text, including making evaluative comments (VCEALC760) |  | Removed to reduce repetition. |
| Adjust reading style to match the purpose for reading a text (VCEALC761) |  | Removed to reduce repetition. |
|  | interpret and evaluate visual representations in a range of textsVC2EALC4R03 | New content description. Added to recognise the increasing importance of visual representations in texts. |
| Interpret a text at literal and inferential levels (VCEALC762) | interpret a text at literal and inferential levelsVC2EALC4R04 | No change. |
| Understand most symbols and changes of font style and how they contribute to or change the meanings in a text (VCEALC763) |  | 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** |
| --- | --- | --- |
| Examine the role of the structures and features of mainstream texts in different curriculum areas (VCEALL768)Demonstrate awareness of the role of the structures and features in a range of texts (VCEALL769) | examine the role of the structures and features of texts from different curriculum areasVC2EALC4R05 | Combined and refined 2 content descriptions to form one. |
| Recognise and follow complex text connections used to link ideas across sentences and paragraphs (VCEALL770) | understand complex text connections used to link ideas across sentences and paragraphsVC2EALC4R06 | Refined for clarity. |
| Demonstrate understanding of complex language (VCEALL771) | understand complex languageVC2EALC4R07 | Refined for clarity. |
| Understand a range of verb forms in particular text types (VCEALL772) | understand a range of verb forms in particular text typesVC2EALC4R08 | No change. |
| Read and understand complex descriptive language (VCEALL773) | read and understand complex descriptive languageVC2EALC4R09 | No change. |
| Demonstrate a broad technical vocabulary across the curriculum areas (VCEALL774) | recognise and use a wide range of words, including unusual and technical words and phrases, with accuracyVC2EALC4R10 | Revised to provide clearer guidance for teachers. |
| Use contextual cues to interpret difficult words (VCEALL775) |  | Removed to reduce repetition. |
|  | recognise and use a wide range of spelling conventionsVC2EALC4R11 | New content description. Added to provide focus on key skill. |
|  | understand most symbols and changes of font style and how they contribute to or change the meanings in a textVC2EALC4R12 | New content description. Added to recognise the increasing importance of visuals and aesthetics in texts and the roles they play in reading. |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Analyse and interpret language choices and organisation of particular text types in relation to their purpose, audience and context (VCEALA764) |  | Removed to reduce repetition. |
| Discuss specific characteristics and features of texts in relation to another known language (VCEALA766) | analyse and evaluate specific characteristics and features of English texts in relation to home language(s)VC2EALC4R13 | Revised to provide clearer guidance for teachers. |
| Read a range of sustained, complex texts (VCEALA765) | read a wide range of long complex print and digital texts independentlyVC2EALC4R14 | Revised to provide clearer guidance for teachers. |
|  | draw on an extensive and varied range of home language resources when reading and viewingVC2EALC4R15 | New content description. Added to strengthen representation of plurilingualism. |
| Compare connotations of synonyms and antonyms in English and home language, referring to a dictionary or thesaurus in each language (VCEALA767) |  | Removed to reduce repetition. |
|  | contribute to and lead shared reading activities, including eliciting and communicating personal responsesVC2EALC4R16 | New content description. Added to support the new focus on collaboration. |

**VC2 strand: Writing**

**VC2 sub-strand: Communication**

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Write an extended argument or discussion on a familiar issue (VCEALC777) | write an extended argument or discussion on a specific issueVC2EALC4W01 | Revised to replace ‘familiar’ with ‘specific’. |
| Write extended factual texts conveying a variety of aspects of topics from across the curriculum (VCEALC778) | write extended information texts conveying a variety of aspects of topics from across the curriculumVC2EALC4W02 | Revised to replace ‘factual’ with ‘information’. |
| Write extended personal and imaginative texts showing an awareness of audience and purpose, with teacher prompts (VCEALC779) | write extended imaginative texts showing an awareness of audience and purpose, with teacher promptsVC2EALC4W03 | Refined for clarity. |
| Incorporating visual features into texts (VCEALC776) | incorporate visual features into extended textsVC2EALC4W04 | Revised to add 'extended’ to focus on development of senior secondary writing skills. . |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Write a range of extended texts using the structures appropriate to the text types (VCEALL785) | write a range of extended texts using a structure appropriate to each text typeVC2EALC4W05 | No substantive change. |
| Write a range of cohesive texts with accuracy (VCEALL786) | write a range of cohesive texts with accuracyVC2EALC4W06 | No change. |
| Use an extended range of cohesive devices to improve fluency (VCEALL787) |  | Removed to reduce repetition. |
| Demonstrate control of appropriate grammatical structures that develop the ways to analyse, argue, persuade, describe, classify or explain (VCEALL788) |  | Removed to reduce repetition. |
| Combine simple sentences into complex sentences using embedding structures (VCEALL789) | combine simple sentences into complex sentences using embedding structuresVC2EALC4W07 | No change. |
| Demonstrate control of a wide range of verb forms (VCEALL790) | control a wide range of verb formsVC2EALC4W08 | Refined for clarity. |
| Use relative clauses and adjectival expressions for descriptive purposes (VCEALL791) | use relative clauses and adjectival expressions for descriptive purposesVC2EALC4W09 | No change. |
| Use imagery to create nuance, mood and feeling (VCEALL792) |  | Removed to reduce repetition. |
| Use an expanded vocabulary appropriate for the curriculum area (VCEALL793) | use an expanded vocabulary appropriate for the curriculum areaVC2EALC4W10 | No change. |
| Spell words accurately using a range of strategies (VCEALL794) | spell words accurately using a range of strategiesVC2EALC4W11 | No change. |
| Use a wide range of punctuation marks to add impact to writing (VCEALL795) | use a wide range of formatting and features, including punctuation marks, to add impact to writingVC2EALC4W12 | Revised to provide clearer guidance for teachers. |
| Use a range of digital formats and images to enhance meaning and impact (VCEALL796) |  | Removed because this skill is 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** |
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| Understand how writing contexts, audience and purpose influence function and form (VCEALA780) | analyse and evaluate the ways in which different cultural contexts, audiences and purposes influence function and formVC2EALC4W13 | Revised to provide greater specificity. |
| Revise and refine writing in response to feedback from a teacher or peer (VCEALA782) | revise and edit texts independentlyVC2EALC4W14 | Refined to strengthen focus on senior secondary writing and editing skills. |
| Draw on home language resources to communicate more complex ideas (VCEALA783) | draw on an extensive and varied range of home language resources when writingVC2EALC4W15 | Revised to refer to home language resources more broadly. |
| Plan and draft text independently and through group activities (VCEALA781) | contribute to and lead shared writing eventsVC2EALC4W16 | Refined to emphasise collaboration. |
| Plan writing, cooperate, and edit texts with a group, using home language (VCEALA784) |  | Removed to reduce repetition (see VC2EALC4W15). |