English as an Additional Language

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

Australia is a linguistically and culturally diverse country. Many students of varying ages enter school with one or more dominant home languages that are not English. Some of these students may be bilingual or multilingual, but the majority still need to learn peer-equivalent functional Standard Australian English to participate in all aspects of Australian life, including schooling. The development of foundational and functional language and literacy skills forms the core of the English as an Additional Language (EAL) curriculum.

As EAL students develop their English language knowledge and skills, they build their capacity to communicate confidently and effectively in a variety of contexts. This strengthens their understanding of the nature of language and culture in multilingual societies, and the way that language changes according to purpose, form and context. By learning to use and adapt the English language according to specific contexts, EAL learners build relationships with their peers and the wider world around them.

Students develop English language competence through the strands of Listening and Speaking, Reading and Viewing, and Writing across all 3 age-specific and peer-equivalent EAL pathways: A, B and C. Content is arranged within each strand into 3 sub-strands: Communication, Text structures and linguistic features, and Plurilingual and cultural strategies. Students are given opportunities to expand their linguistic repertoires through structured communication in a range of social and academic contexts, supported by EAL-informed explicit teaching of the English language system. The inclusion of Plurilingual and cultural strategies as the third sub-strand in the curriculum acknowledges the value of multilingual and/or multicultural competence. A student who demonstrates cultural understandings and plurilingual strategies can integrate their knowledge of several languages in a way that enriches their communication and learning in all languages. These learning strategies validate the importance of home language(s) and the role of these in a student’s sense of self.

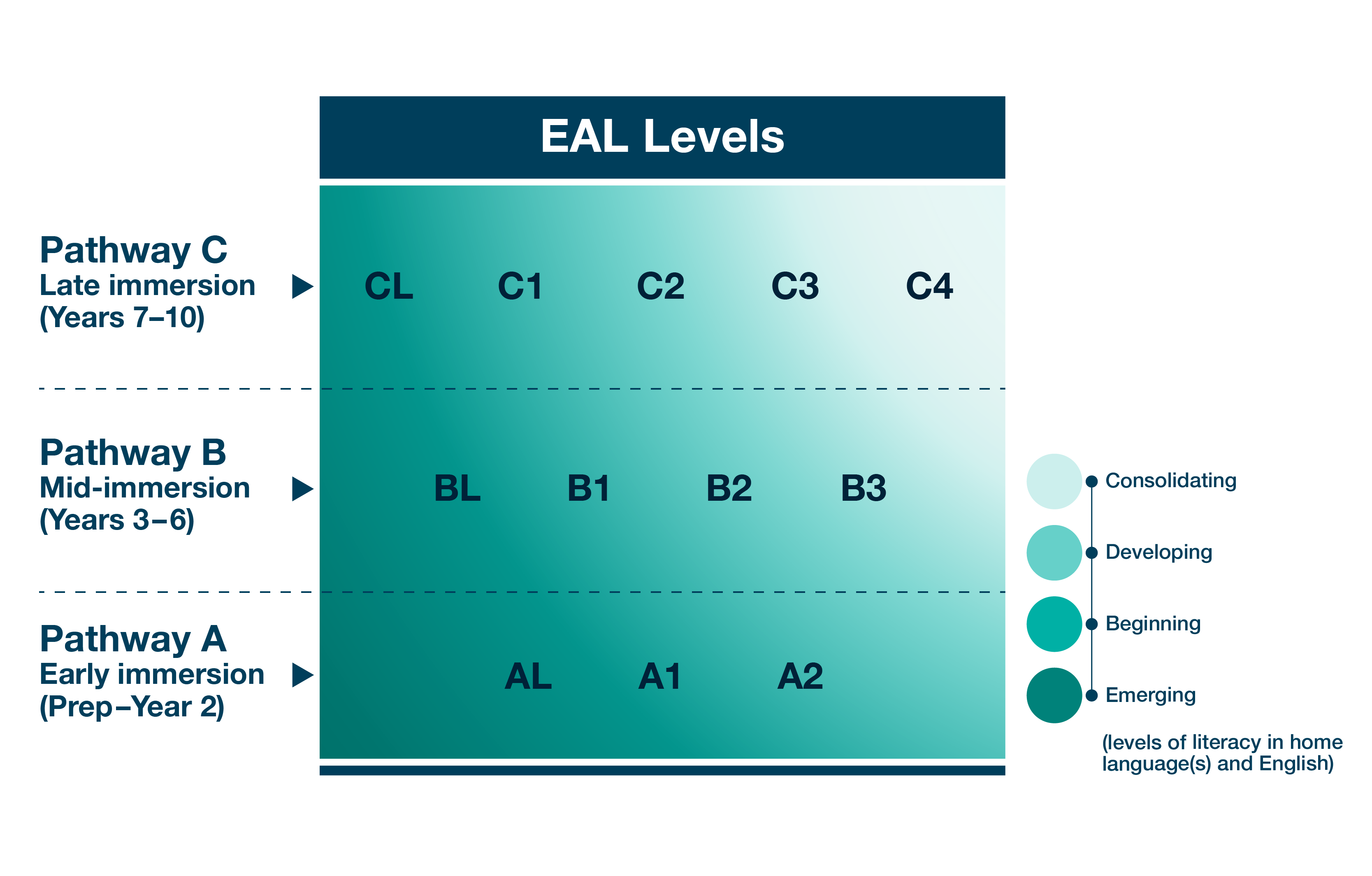
## Aims

The EAL curriculum aims to ensure that students:

* develop functional English language and literacy skills to enable effective peer-equivalent communication across all curriculum areas and enable full participation within the school and wider Australian society
* learn to listen to, speak, read, view, write and create spoken, print and digital English language texts, including visual, multimodal and interactive texts. They use these skills to express feelings and communicate information and ideas across a growing range of interpersonal and academic contexts with accuracy, fluency and purpose
* understand how Standard Australian English works in its spoken and print forms, and in combination with non-linguistic forms of communication, to create meaning
* develop their cultural understandings and plurilingual awareness of the ways they can and do use different languages and of the roles of these languages in influencing their learning and identities.

## Structure

The EAL curriculum is organised by pathways, strands and sub-strands.



*Levels in the EAL pathways*

### Pathways

The EAL curriculum is structured as 3 pathways. Each pathway describes a different stage of English language learning and is divided into different levels of language learning.

#### EAL Pathway A: Early immersion (Prep–Year 2)

Early immersion language learners typically develop their literacy skills through experiences in early childhood education or school settings. EAL students entering a Victorian school in Prep to Year 2 are located on EAL Pathway A. This pathway includes 3 levels of English language learning: Level AL, Level A1 and Level A2.

|  |  |
| --- | --- |
| Pathway level | Typical context and placement point |
| Level AL | Beginning in English, minimal exposure to literacy in their home language(s) and little or no prior schooling (including early childhood education experiences) |
| Level A1 | Some exposure to English and/or literacy in their home language(s) through prior schooling (including early childhood education experiences) |
| Level A2 | Several years of age-appropriate formal instruction in the basics of English language and literacy, and some exposure to home language literacy |

Most students who are entering Prep at Level A1 or above, and who are fully supported by an EAL-informed teacher, should be ready to transfer to the mainstream English curriculum by the end of Year 2. Students entering Prep at Level AL may require more extended support to be ready to transition to Pathway B by Year 3. This also applies to students entering Year 1 or 2 at Level A1 or A2.

#### EAL Pathway B: Mid-immersion (Years 3–6)

Mid-immersion language learners typically have experience in the social use of their home language(s) and/or other languages. They can draw on these experiences as they learn English at school.

A student located on EAL Pathway B may have some experience of learning in their home language(s). Some students will not have experienced formal schooling, while others may have school experiences equivalent to those peers who speak English as a home language. Pathway B comprises 4 levels of English language learning: Level BL, Level B1, Level B2 and Level B3.

|  |  |
| --- | --- |
| Pathway level | Typical context and placement point |
| Level BL | Beginning in English, minimal exposure to literacy in their home language(s) and little or no prior schooling (including early childhood education experiences) |
| Level B1 | Some exposure to English, and age-equivalent schooling in their home language(s) and literacy |
| Level B2 | One to 2 years of age-appropriate formal instruction in the basics of English language and literacy, and some exposure to home language literacy |
| Level B3 | Two to 3 years of age-appropriate formal instruction in the basics of English language and literacy, and some exposure to home language literacy |

If a student reaches the end of Pathway B before they finish primary school, they may transition to the English curriculum; however, they may still require support until the end of Year 6.

#### EAL Pathway C: Late immersion (Years 7–10)

Late immersion language learners typically have a mature understanding of themselves and how they relate to others in different social contexts. They are usually capable of understanding abstract ideas and relationships in their experiences and learning about the world in both their home language(s) and/or other languages.

A student located on EAL Pathway C may have some experience of learning in their home language(s) and/or other languages. Some students will not have experienced formal schooling, while others may have school experiences equivalent to those peers who speak English as a home language. This may have been in their home language(s) and/or other languages. Pathway C comprises 5 levels of English language learning: Level CL, Level C1, Level C2, Level C3 and Level C4.

|  |  |
| --- | --- |
| Pathway level | Typical context and placement point |
| Level CL | Beginning in English, minimal exposure to literacy in their home language(s) and few to no prior schooling experiences |
| Level C1 | Some exposure to English, and age-equivalent schooling in their home language(s) and literacy |
| Level C2 | One to 2 years of age-appropriate formal instruction in the basics of English language and literacy, and some exposure to home language literacy |
| Level C3 | Two to 3 years of age-appropriate formal instruction in English language and literacy, and some exposure to home language literacy |
| Level C4 | Three to 4 years of age-appropriate formal instruction in English language and literacy, and moderate exposure to home language literacy |

If students reach the end of Pathway C before they finish Year 10, they may transition to the English curriculum in preparation for the Victorian Certificate of Education (VCE).

### Strands

The EAL curriculum is organised around 3 key interrelated strands:

* Listening and Speaking
* Reading and Viewing
* Writing.

#### Listening and Speaking strand

In the Listening and Speaking strand, students engage with the foundations of language learning in Standard Australian English by exploring ideas, building vocabulary, expressing viewpoints and forming arguments. Learning in this strand is fundamental to understanding key concepts and skills in the other 2 strands.

Students learn how to understand and use spoken English for social interaction and school-based learning. They gain increasing control over the conventions of different spoken texts and the appropriate vocabulary, grammar and phonology, including word and sentence stress, rhythm and intonation, and body language. They learn how to listen actively and to check their understanding orally, drawing on home language resources and cultural understandings as needed.

#### Reading and Viewing strand

In the Reading and Viewing strand, students learn to apply text-processing skills and strategies to navigate increasingly complex texts in Standard Australian English. Students learn to comprehend what they read and view. Students develop more sophisticated processes for decoding, interpreting, analysing, evaluating and critiquing ideas, information and issues from different sources, including print, digital, visual, multimodal and interactive texts. They develop phonemic awareness to support early reading skills. They actively engage with texts and build knowledge about the relationship between the texts and the contexts in which they are created, including topics from across the curriculum. They learn a range of strategies that assist with reading comprehension, interpretation and evaluation, drawing on home language resources and cultural understandings as needed.

#### Writing strand

In the Writing strand, students learn how to conceive, plan, create, produce, edit and publish a range of texts in Standard Australian English. They learn how to use appropriate formal and informal language for specific purposes or contexts, express and represent ideas and experiences, and reflect on those ideas and experiences. Students apply knowledge and skills they have developed in the other 2 strands to create, edit and publish print, digital, visual, multimodal and interactive texts. They develop a range of strategies for improving their own writing and a metalanguage (language for talking about language) to discuss English language mechanics and use, drawing on home language resources and cultural understandings as needed.

### Sub-strands

Within each strand, the content descriptions are grouped into 3 interrelated sub-strands. All sub-strands should be explicitly taught and assessed.

| Strand | **Listening and Speaking** | **Reading and Viewing** | **Writing** |
| --- | --- | --- | --- |
| Sub-strands | Communication  Text structures and linguistic features  Plurilingual and cultural strategies | Communication  Text structures and linguistic features  Plurilingual and cultural strategies | Communication  Text structures and linguistic features  Plurilingual and cultural strategies |

#### Communication

In the Communication sub-strand, students learn to understand and use English language in a variety of social and academic contexts to communicate meaning for a range of specific purposes. They learn how language is used to interact effectively, build and maintain relationships, and express and exchange information, ideas, feelings and opinions. They learn to understand the relationships between text and context and between audience and purpose, and the ways in which communication varies in terms of its text structures and linguistic features.

#### Text structures and linguistic features

In the Text structures and linguistic features sub-strand, students develop increasing control over the English language system: the structures and features of spoken and written English at the levels of phoneme (the smallest unit of sound in a word) and grapheme (a letter or group of letters that spell a phoneme in a word), word, sentence and whole text. They learn how texts are structured to achieve specific purposes, including how language is used to create texts that are cohesive and coherent and how texts about more specialised and abstract topics contain more complex language patterns and features. Students learn how to control and use a range of clause structures and word groups as well as combinations of sound, image, movement and layout. They learn how to understand and use words according to context and to master the patterns in English morphology, phonology, spelling and punctuation.

#### Plurilingual and cultural strategies

In the Plurilingual and cultural strategies sub-strand, students learn to draw on the knowledge and resources provided by their home languages and cultures to enhance their learning of English, to negotiate and clarify spoken and written communication and to develop their identities, including as bilingual or multilingual users of English in Australia. Using plurilingual strategies, they develop an increasing understanding of the similarities and differences between English and their home languages, and a growing awareness of the culturally embedded linguistic practices, values and expectations of Australian society, especially in schools. Through shared group work and self-directed learning, students enhance their ability to learn independently as well as collaboratively in multilingual societies.

### Achievement standards

In English as an Additional Language, students progress along a learning continuum comprising 3 EAL pathways. An achievement standard is provided at each level for each pathway. Achievement standards describe what students are typically able to understand, make and do at the end of each level, and they form the basis for reporting student achievement.

### Content descriptions

In English as an Additional Language, content descriptions sequence and describe the knowledge, understanding and skills that teachers are expected to teach and that students are expected to learn.

### Elaborations

Elaborations are non-mandated, advisory examples that demonstrate how the curriculum may be transformed into a learning activity or opportunity. They are provided as advisory material only.

## Learning in English as an Additional Language

The EAL curriculum has been developed for all students who require support with their English language learning to facilitate English language acquisition and the development of peer-equivalent foundational and functional language to support participation in Australian schools and wider society.

EAL students commence learning at the appropriate entry point within the EAL curriculum, consistent with their context, including current level of English proficiency, and their previous education and home language(s) experiences. Consideration should also be given to prior literacy experiences in their home language(s), their socio-cognitive development, the linguistic resources that they are able to draw on, as well as any additional needs (e.g. EAL students may also have an intellectual or cognitive disability or learning delay). All EAL students share an ability to draw on one or more home languages and cultures to enhance their English language learning and to shape their evolving identities as bilingual or multilingual users of English in Australia. Student learning is strengthened when teachers support and encourage the use of plurilingual strategies and translanguaging (the use of linguistic resources), as these approaches promote learning of language and the subject content.

Each pathway level comprises content descriptions that contain specific and discrete information identifying the English language knowledge and skills that students are expected to develop. The strands and sub-strands are interrelated; therefore, learning in one strand or sub-strand supports and extends learning in the others. For example, students build vocabulary through listening and reading, and apply this knowledge and understanding in their speaking and writing as well as in their comprehension of both spoken and written texts.

Classroom teaching that addresses specific content descriptions will necessarily draw on more than one of these strands and/or sub-strands to support student learning. For example, the teaching of listening and speaking is a prerequisite for the development of reading and writing.

Generally, the implementation of the EAL curriculum is the responsibility of the TESOL (teaching English to speakers of other languages) specialist in a school. It is acknowledged, however, that many schools do not have access to a qualified TESOL teacher, and it is often the English teacher, literacy specialists or the classroom teacher who delivers the EAL curriculum in schools. It is important to recognise that the teaching of EAL requires different skills to those of an English teacher and/or a literacy specialist. Professional learning opportunities in TESOL will support and equip teachers with the skills to be effective teachers of English language learners. To further support EAL learners, resources and professional learning opportunities should be provided to all teachers of EAL students, not just those who are directly responsible for the delivery of the EAL curriculum.

Ideally, the TESOL specialist and/or English teacher will work collaboratively with other teachers (including other subject specialists and learning support staff) during curriculum planning to ensure that teaching and learning programs include appropriate support for EAL learners across all curriculum areas.

# Pathway A curriculum

## Level AL

By the end of Level AL, students demonstrate the following skills in English as an Additional Language.

### Level description

The Level AL curriculum supports students who are beginners in English – and who have had minimal exposure to literacy in their home language(s) and little or no prior schooling (including early childhood education experiences) – as they develop very early foundational knowledge, understanding and skills in English. Through structured immersion in English and the use of plurilingual and cultural strategies, students begin to learn the basic oral English needed to navigate the English-speaking classroom. They build their capacity to participate in routine exchanges in English with their peers. As a result, they begin to recognise and attempt some English pronunciation, stress and intonation and develop an emerging awareness of the conventions of spoken English.

Students explore short print texts and picture books, with teacher modelling and support. They are introduced to the alphabet and learn to recognise common letters and letter patterns. They begin to develop foundational reading skills and practise strategies that provide opportunities to decode short, simple words and images. Students begin to learn about writing processes, including how to hold a writing tool, how to create illustrative drawings and how to form letters and words. They develop a basic understanding of the layout and direction of English writing.

### Achievement standard

#### Listening and Speaking

Students use simple English words and phrases to communicate with teachers and peers in familiar routine situations. They listen to others and concentrate for short periods. They follow one- and 2-step instructions, exchange simple personal information and attempt to use the foundational oral English needed to manage learning in an English-speaking classroom. They begin to adapt their emerging English language skills and knowledge to respond to new communicative and functional demands. They use simple, learnt formulaic responses to communicate. Their utterances are characterised by a reliance on key vocabulary and/or paralinguistic (non-verbal) communication such as gestures, facial expressions and head movements with many home language influences. They use some basic communication and learning strategies to participate and/or repair miscommunication in English. They demonstrate familiarity with some basic patterns in the sounds, intonation, rhythm, grammar and meaning of English. They attempt to copy pronunciation, stress and intonation used by others. They repeat key words and phrases that others use. They use home language peers as supports for learning and use resources, including classroom print texts such as pictures, diagrams, posters and other visual texts, to help them communicate.

#### Reading and Viewing

Students show interest in a variety of English texts and concentrate for short periods of time when reading or viewing short texts in print or visual form. They demonstrate reading-like behaviours, including holding a book, looking at the cover and pages of a book, turning single pages and looking at pictures. They recognise basic features of English texts, including page order and the role of illustrations in texts. They focus on images and other visual features that assist them to understand texts, and rely on peer or teacher support to complete simple structured activities such as sequencing pictures or acting out the key elements of a text. They read some environmental print, including their name and other familiar words and signs. They recognise and name some familiar letters and know the sounds commonly related to some letters and letter groups. When listening to texts being read aloud, they identify key words, and repeated words and phrases. They attempt to participate in shared reading experiences.

#### Writing

Students communicate their ideas and experiences through drawings and attempts at writing copied from other sources such as environmental print and very short teacher-modelled texts, showing evidence of an emerging understanding of writing processes. They demonstrate interest and some ability to concentrate in shared writing activities, including watching the teacher and other students writing. They participate in shared writing experiences. They demonstrate awareness that written texts in English are presented through conventions that change according to context and purpose. They use drawings to represent simple descriptions, recounts and procedures. They copy words or phrases from books, vocabulary lists and other resources, and can write their own name. They attempt to use different writing implements and learn how to hold and use them correctly. They demonstrate some understanding of the left-to-right directionality of English script and the importance of spacing and writing on lines. They demonstrate knowledge of some phoneme–grapheme correspondences. They talk about their pictures and copied writing using simple words and sentences that draw on their developing oral English language skills, and/or their home language(s), especially when sharing with home language peers or a multilingual teacher.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| listen for short periods of time  VC2EALALL01 | * watching and listening to what peers are doing, following a speaker and watching the teacher’s face for limited periods of time * demonstrating that they are paying attention through some paralinguistic (non-verbal) communication; for example, using body orientation, eye contact, facial expressions, nodding, smiling, laughing and gesturing * using some body language to respond directly to a speaker; for example, nodding and using facial expressions |
| respond to repetitive questions and prompts  VC2EALALL02 | * recognising repetitive questions based on question stems such as ‘Who’, ‘Where’ and ‘When’ * understanding a short, simple spoken text when accompanied by visual support; for example, following an explanation of a simple game or modelled instructions to complete a task such as cutting out a picture and sticking it in a book * giving short, simple paralinguistic (non-verbal) responses (e.g. by nodding or gesturing) and single-word utterances (e.g. ‘yes’ and ‘no’) |
| participate in highly contextualised social and learning activities  VC2EALALL03 | * observing peers and copying actions in response to classroom activities; for example, getting their lunchbox from their bag, lining up when the music plays for the end of lunch break and putting scissors away at the end of a learning activity * recognising some action verbs in highly routine instructions when accompanied by teacher gestures or actions, for example in ‘Stand up.’ and ‘Sit down.’ * borrowing key words from questions to compose answers; for example, Student 1: ‘Do you want to play chasey?’, Student 2: ‘Yeah, play chasey.’ * responding to simple, direct questions about personal or familiar topics, for example when asked ‘Do you have a dog?’ and ‘How old are you?’ |
| follow a short sequence of simple utterances, with extensive support  VC2EALALL04 | * recognising and following one- and/or 2-step instructions based on the actions of peers, for example when asked ‘Put the lid on the glue stick.’ and ‘Put your book away and sit on the mat.’ * attentively listening and completing actions in the correct order * actively participating in tasks where everyone follows the same sequence; for example, singing an action song and completing a guided activity |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise parts of a simple spoken text  VC2EALALL05 | * recognising common speech functions such as questions, statements and commands, for example ‘What are you eating?’ and ‘Come and sit on the floor.’ * recognising a small number of familiar spoken texts used frequently in class, such as everyday vocabulary, songs, rhymes and stories * listening to a story, then recalling and retelling its events concisely in spoken form |
| recognise and use short, learnt phrases  VC2EALALL06 | * using single-word or phrasal responses to questions, for example ‘Yes.’, ‘No.’ and ‘I don’t know.’ * using learnt phrases in play, for example ‘Give me.’, ‘Stop it.’, ‘I don’t like.’ and ‘Very good!’ * creating original utterances by substituting unfamiliar words in learnt patterns or formulas, for example ‘It’s home time.’ and ‘It’s go time.’ |
| construct simple subject–verb sentences that mostly use present tense  VC2EALALL07 | * constructing short, simple statements with subject followed by verb, for example ‘He sick.’ and ‘Students go home.’ * expressing negation using ‘no’ or ‘not’, and with adjectives or nouns, often with some errors, for example ‘I no like vegetable.’, ‘I not go.’, ‘Not hot today.’ or ‘Not me.’ * replying to questions using simple subject–verb sentences, for example ‘I play games.’ * engaging in simple interactive games such as sentence construction games (e.g. He + jumps = He jumps) and role-playing (e.g. ‘describe the role and actions’) |
| demonstrate placement of common adjectives and adverbs to describe or add emphasis  VC2EALALL08 | * combining an adjective with a noun to create simple noun groups, with varying degrees of accuracy, for example ‘big truck’ and ‘car blue’ * combining multiple adjectives to describe a noun, placing them in the correct order, for example in ‘The big red ball.’ * using basic adverbs to vary intensity, for example in ‘very hot’ and ‘bit funny’ |
| recognise and use a small set of frequently occurring words related to immediate communicative needs  VC2EALALL09 | * using common words related to immediate needs (such as colours, numbers, days, and family- and school-specific word sets), for example in ‘Today is Thursday.’, ‘Circle is blue.’ and ‘She my mum.’ * constructing simple sentences with high-frequency words, for example ‘I like.’, ‘He run.’ and ‘It book.’ * using classroom vocabulary charts and other environmental print resources to identify and help remember words |
| attempt intelligible pronunciation  VC2EALALL10 | * imitating and rehearsing pronunciation for familiar and commonly used words * imitating and reproducing pronunciation in chants, songs and rhymes * saying the sounds when given a word that is known, for example ‘c-a-n’ for ‘can’ and ‘sh-i-p’ for ‘ship’ |
| recognise and copy sentence stress and intonation patterns  VC2EALALL11 | * imitating and rehearsing stress and intonation patterns used by the teacher and peers, for example in stories, songs and rhymes * producing accurate sentence stress and intonation for a small range of familiar and commonly used phrases, including personal language, classroom language and social formulas, for example ‘It is very hot!’ and ‘What is your name?’ |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| distinguish spoken English from home language(s)  VC2EALALL12 | * recognising some sounds and words of English when being spoken to * switching from a home language to English and vice versa when prompted * attempting to pronounce a small range of familiar words, including personal language, classroom language and some basic topic vocabulary, although often pronouncing new English words using sounds from a home language |
| use simple strategies to help spoken understanding  VC2EALALL13 | * indicating non-comprehension through facial expressions or body language and/or by attracting the teacher’s attention, for example by raising their hand * attempting to repeat, re-pronounce or self-correct key words when prompted by a listener * checking understanding of simple, familiar instructions and routines; for example, Teacher: ‘It’s playtime.’ Student: ‘Go outside?’ * asking peers in a home language and/or English to clarify misunderstandings * attempting to communicate in a mix of English and a home language |
| draw on home language resources to enhance learning when listening and speaking  VC2EALALL14 | * asking home language peers for help to translate personal needs and responses from a home language to English * asking home language peers to explain an idea in a home language and asking for a translation in English * referring to a bilingual dictionary for a translation in English |
| use basic spoken social formulas and gestures to interact in context  VC2EALALL15 | * listening to and observing others to understand the nature of basic social interactions * interacting by copying the actions of peers * responding to comments in simple paralinguistic (non-verbal) ways, for example by shaking or nodding their head in response to questions * copying learnt social formulas when interacting with others; for example, saying ‘please’ and ‘thank you’ |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| look for meaning in texts  VC2EALALR01 | * indicating to a sign and asking the teacher or a peer to read it aloud and explain the meaning * recognising that print and digital texts are created to share a message or idea * selecting from familiar texts to achieve a specific purpose; for example, pointing to the correct chart when the teacher asks, ‘Which chart tells us about time?’ * recalling the key message of sections of a familiar text that is revisited in class |
| recognise familiar words and formulaic utterances, with extensive teacher support  VC2EALALR02 | * recognising some familiar, personally significant words in context, for example when seeing their own name above their bag hook or locker, or peers’ names on labels and days of the week * identifying some familiar vocabulary (mainly content words) in a supported context, for example during shared reading or teacher-led discussion of a classroom text * reading some familiar words and short phrases in context, for example on everyday signs and labels, familiar names, some letters, basic numbers and some common logos |
| identify signs and images, with extensive teacher support  VC2EALALR03 | * using images to help identify the content of a text and predict individual words in texts about familiar topics * identifying the main character in an image; for example, pointing to the main character in an illustration * pointing to images of familiar words, for example to ‘apple’, ‘girl’ and ‘house’ * matching a short description such as ‘a green fruit’ to an image * following instructions on simple signs, for example when asked ‘Stop.’ and ‘Line up here.’ |
| make simple predictions about a text, with extensive teacher support  VC2EALALR04 | * suggesting the topic of a text based on understanding content words in the title * using the illustrations in a shared picture story to make predictions about what the text is about or what might happen next in a story * using repeated language patterns and sounds to make predictions in a story such as We’re Going on a Bear Hunt |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise different types of texts  VC2EALALR05 | * navigating different types of texts; for example, turning the pages of a book, swiping to change the page when reading a digital text, clicking hyperlinks on a webpage and finding points of interest on a map * understanding terms such as ‘book’, ‘author’, ‘picture’ and ‘word’ * recognising that texts have a range of purposes such as telling a story or providing information |
| recognise familiar words and phrases  VC2EALALR06 | * recognising and reading personally significant words, for example when seeing their own name on charts, book labels and name tags * pointing to or counting repeated words in a text, for example when asked ‘How many times can you see the word “me”?’ * recognising common words and phrases from familiar charts, labels and books * recognising labels such as ‘books’ and ‘recycling’ on frequently accessed classroom items * blending some basic sounds to create simple words |
| recognise some letters of the alphabet and some sounds in words  VC2EALALR07 | * recognising and naming some letters of the alphabet * consistently identifying common letters in different words; for example, pointing to all the ‘t’s in a sentence * recognising the same letters written in different handwriting styles or fonts * recognising letters in their own name * recognising some vowel–consonant (VC) and consonant–vowel–consonant (CVC) words, for example ‘it’, ‘is’, ‘sat’ and ‘bad’ |
| recognise capital letters, spaces and full stops  VC2EALALR08 | * showing awareness that words are separated by spaces, for example by pointing to words or counting words * pointing to capital letters and full stops in a text * identifying names or proper nouns in a text * locating letters, in both lower-case and capital form, in a short text |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions:  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify English texts from home language texts  VC2EALALR09 | * holding a book with the correct orientation and locating the front and back of the book, based on the written language used in the text * tracking with a finger from left to right when reading or listening to an English text being read aloud * identifying when a book is written in English and when a book is written in a home language |
| select and engage with a variety of texts, with teacher and peer support  VC2EALALR10 | * looking at or reading a book in their own personal time * exploring a new book before reading by looking at the images, the amount of print and familiar elements * selecting books in their home language(s), bilingual texts and texts related to familiar topics to share with family members * engaging with picture books selected by the teacher and some self-selected books |
| draw on home language resources to enhance learning when reading and viewing  VC2EALALR11 | * asking home language peers for help translating personal needs and responses from a home language to English * referring to home language texts to support translating unfamiliar words in English * asking home language peers to explain an idea in a home language and asking for a translation in English |
| observe and begin to participate in teacher-led shared reading activities  VC2EALALR12 | * listening to the teacher or a peer read texts aloud * chorusing reading with the teacher and peers * identifying and stating key repetitive phrases such as ‘swish, swish’, ‘beep, beep’ and ‘zoom, zoom’ * imitating the pronunciation of the teacher and peers in shared reading activities * observing and following activities to accompany texts; for example, performing actions for a song by copying the teacher or following instructions for a simple science activity |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| copy familiar symbols, words, phrases and short, simple sentences, with extensive teacher support  VC2EALALW01 | * tracing or copying letters, words and sentences written by the teacher * copying and completing short, formulaic sentences to describe familiar objects, for example ‘This is a …’ * completing model sentences giving personal information, for example ‘My name is …’ and ‘I have … people in my family.’ |
| illustrate a simple concept and label, with contextual support  VC2EALALW02 | * writing the names of items depicted in images or in a caption * copying and completing short, formulaic sentences to describe images, for example ‘This is a …’ * matching images with correct words |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| copy a very simple text structure  VC2EALALW03 | * copying the structure of classroom texts; for example, using the same sentence stems or writing the details in the same order |
| copy simple modelled sentences  VC2EALALW04 | * copying a small range of sentences from a model text, for example ‘I like …’, ‘I went to …’ and ‘Today is …’ |
| use some basic noun–verb combinations  VC2EALALW05 | * writing simple verbs as single words or part of short phrases, for example in ‘He runs.’, ‘She ate.’ and ‘Dog woofed.’ |
| use some basic adjective–noun combinations  VC2EALALW06 | * writing simple adjectives as single words or part of short phrases, for example in ‘tall tree’, ‘yellow sun’ and ‘cold water’ |
| write some high-frequency words related to personal experiences and school context  VC2EALALW07 | * writing their own name * writing familiar high-frequency words, for example ‘it’, ‘my’ and ‘we’ * labelling simple images, for example ‘tree’, ‘sun’ and ‘sky’ |
| apply developing phonics knowledge to spell some vowel–consonant (VC) and some consonant–vowel–consonant (CVC) words  VC2EALALW08 | * using initial letters (e.g. ‘b’ for ‘book’) or beginning and ending sounds (e.g. ‘bk’ for ‘book’) to spell words * spelling some high-frequency words accurately from memory, including their own name and short words used regularly * identifying some consonant–vowel–consonant (CVC) words, representing sounds with the appropriate letters, for example ‘s-a-t’ and ‘p-o-t’ * making plausible spelling choices using phoneme–grapheme correspondences and morphemic knowledge, for example ‘blk’ for ‘black’ and ‘rd’ for ‘read’ |
| use capital letters and full stops  VC2EALALW09 | * using basic punctuation, for example full stops at the end of sentences * using capital letters to begin sentences and names * participating in shared editing by circling the capital letters at the beginning of sentences or full stops at the end of sentences |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| distinguish between writing and drawing  VC2EALALW10 | * accurately indicating an example of writing or drawing when asked * following instructions to write or draw; for example, attempting to write when instructed to write their name, or to draw when instructed to draw a face * understanding some of the basic terms used in writing, such as ‘word’, ‘letter’, ‘sentence’, ‘space’ and ‘full stop’ * using implements appropriate for the task when writing or drawing; for example, using pens, pencils, crayons, digital tools and rulers * writing English from left to right and top to bottom * leaving a space between clusters of letters that represent words |
| recognise the importance of accurate reproduction of letters and words  VC2EALALW11 | * copying words carefully from a resource such as a book or poster or asking in English for a word to be written so it can be copied * copying a short corrected version of their own text, for example with corrected spelling or capital letters * asking in English and/or a home language how to copy a word * copying upper-case and lower-case letters and numbers, using consistent and accurate letter formation * accurately typing letters, numbers, symbols and words when copying from a print text * typing familiar words such as their own name, without copying |
| draw on home language resources to enhance learning when writing  VC2EALALW12 | * asking home language peers for help translating personal needs and responses from a home language to English * asking home language peers to explain an idea in a home language and asking for a translation in English * explaining the meaning of a home language word used in their own writing when asked; for example, pointing, or drawing an image to aid communication * referring to picture dictionaries or bilingual dictionaries in the classroom to check meaning * making simple multilingual mind maps or vocabulary charts of key words |
| participate in shared writing experiences  VC2EALALW13 | * demonstrating active listening to the contributions of others * suggesting familiar settings, characters or events for shared writing experiences * retelling events or describing characters from a story created during a shared writing experience * contributing their own ideas during the creation of a shared story; for example, describing the character or setting, or ordering steps in a simple instructional text * copying a short text jointly constructed by the class |

## Level A1

### Level description

The Level A1 curriculum supports students who have had some exposure to English and/or literacy in their home language(s) through prior schooling (including early childhood education experiences) to develop basic functional knowledge, understanding and skills in English. Through structured immersion in English and the use of plurilingual and cultural strategies, students build their capacity to participate in routine and familiar exchanges in English with their peers. Through reciprocal exchanges, they develop an early awareness of the conventions of spoken English. As a result, they begin to recognise the ways that pronunciation, stress and intonation impact clarity of expression. They learn how to check and clarify understanding by using a range of resources, including home language(s).

Students explore a range of short print texts and picture books, and learn to recognise common letters and letter patterns. They develop fundamental reading skills and practise strategies to decode simple texts. They use vocabulary charts that include images, and words in English and their home language(s). Students learn about writing processes, and begin to sequence some of their ideas and to extend short sentences into paragraphs. They develop an understanding of the role of punctuation and how to apply punctuation in their own work.

### Achievement standard

By the end of Level A1, students demonstrate the following skills in English as an Additional Language.

#### Listening and Speaking

Students communicate in simple English phrases and sentences in routine and familiar social and classroom situations. They follow and give simple instructions, exchange personal information, and participate in familiar and predictable activities and contexts. They modify their responses and manner of interaction to match the responses of others and the context. They use learnt formulaic responses and patterns, and create original utterances by substituting words. Their utterances have a short, simplified structure with simple subject–verb–object construction and overgeneralisation of rules. They use basic communication and learning strategies to participate in and sustain interactions in English. They recognise that intonation carries meaning, and they identify key words and repeated words and phrases. They use comprehensible pronunciation, stress and intonation. They use classroom resources such as picture cards and other visual texts to aid communication.

#### Reading and Viewing

Students read and engage with a wide range of short, simple, repetitive texts, including shared recounts and fictional and everyday texts, in print or visual form. Students read, in context, some familiar words, phrases, numbers and signs. They complete simple, structured activities such as sequencing sentences and pictures. They understand that texts are written and structured for a variety of purposes. They recognise some common letters and letter patterns. They name some letters of the alphabet and know the sounds commonly related to some letters and letter groups. They recognise features of texts, including text directionality and page order, and understand the function of titles and images. They hold and manipulate books appropriately. When listening to texts being read aloud, they listen for key words and for repetition of words and phrases. They focus on images and other visual features that assist them to understand texts.

#### Writing

Students communicate their ideas and experiences through drawings, copied writing, dictated texts and their own writing, showing evidence of a developing understanding of the writing process. They contribute to shared writing activities. They demonstrate awareness that written texts in English are presented through particular conventions, which change according to context and purpose. They write and draw for basic purposes and, with support, produce simple descriptions, recounts and procedural texts. Students’ writing reflects their spoken structures, and they link ideas using basic conjunctions. They use basic punctuation in their writing. They demonstrate knowledge of some phoneme–grapheme correspondences when writing and spelling words. They show evidence of some basic planning for writing. They model their writing on shared writing activities and published texts, often copying words or phrases from books or vocabulary lists. They form letters and place text appropriately on a page. They use basic digital resources to write and present their texts.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| engage in active listening  VC2EALA1L01 | * actively watching and following what teachers and peers are doing and interacting appropriately by copying the actions of peers * using a variety of body language to respond to a speaker; for example, nodding, eye contact, posture (such as leaning forward), gestures and facial expressions * identifying key words and phrases that refer to known objects in the classroom or locations in the school * recognising simple rhymes, songs with actions or lists of words, for example for days of the week and colours of the rainbow * predicting the meaning of an unfamiliar word in a conversation, based on an understanding of the topic and other words |
| respond to simple questions and prompts  VC2EALA1L02 | * recognising single pieces of information from short spoken texts, for example for a number, colour or name or a key word related to personal needs (such as ‘drink’ or ‘bathroom’) * recognising and responding to less familiar action verbs in instructions when accompanied by contextual information, for example in ‘Line up, please.’ with the sound of the bell ringing for recess * listening to and reproducing the sequence of ideas in a short spoken story or recount |
| participate in simple social or routine learning activities by relying on key words, paralinguistic (non-verbal) communication and context  VC2EALA1L03 | * rehearsing formulas or short exchanges, based on models, for example ‘Hello, what is your name?’, ‘My name is … What is your name?’ and ‘Pleased to meet you.’ * using social formulas, for example ‘please’, ‘thank you’ and ‘excuse me’ * using learnt phrases in different situations, for example ‘What’s the time?’, ‘Oh, no!’ and ‘Very good!’ * expressing opinions about an experience or text in simple ways, for example ‘I like.’ and ‘Not good.’ * understanding common vocabulary related to personal and social needs (such as ‘toilet’, ‘pencil’ and ‘stop’) and constructing simple phrases with this vocabulary, for example ‘Go toilet?’, ‘This my pencil.’ and ‘Stop that!’ * using picture cards, classroom charts and objects to enhance communication; for example, pointing to a picture |
| follow a sequence of simple utterances, with teacher and contextual support  VC2EALA1L04 | * understanding a simple spoken text when accompanied by visual support, for example for instructions for and demonstration of a game or art activity * demonstrating how to make or do something with some accompanying words and phrases * role-playing popular stories or songs such as Goldilocks and the Three Bears |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise familiar spoken texts  VC2EALA1L05 | * identifying familiar spoken texts used frequently in class, such as songs, rhymes and stories * participating in shared oral reading of familiar texts; for example, joining in the chorus or saying a repeated line from a familiar text |
| recognise and use a small range of simple sentence patterns  VC2EALA1L06 | * understanding common time references in basic sentences, for example in ‘We went yesterday.’, ‘We will go tomorrow.’ and ‘Now we can eat lunch.’ * pointing to people or illustrations when responding to questions or instructions using gendered personal pronouns such as ‘him’ or ‘her’ or possessive pronouns such as ‘his’ or ‘her’, for example pointing and saying, ‘That is him.’ and ‘There is her bag.’ * using gendered pronouns with accuracy some of the time, for example in ‘He is my dad.’ and ‘She is my aunty.’ |
| construct simple subject–verb–object sentences  VC2EALA1L07 | * matching simple verb tense to time words, for example in ‘Yesterday we did …’ and ‘Tomorrow we will do …’ * using ‘no’ or ‘not’ with adjectives or nouns to express negation, for example in ‘Not finished.’ and ‘Not cold today.’ |
| demonstrate variable placement of common adjectives and adverbs to describe or add emphasis  VC2EALA1L08 | * using a small range of common adjectives, for example in ‘the big house’ and ‘smelly socks’ * combining some common adverbs with verbs to describe action, with varying degrees of accuracy, for example in ‘walk slowly’ and ‘sing good’ * using common adverbs to vary the intensity of adjectives, for example in ‘very hot’ and ‘little bit funny’ |
| recognise and use words related to immediate communicative needs, interests or experiences  VC2EALA1L09 | * identifying key words and phrases that refer to familiar objects in the classroom, for example in ‘Please pass glue stick.’ and ‘Hang bag on hook.’ * using a single word for a variety of purposes; for example, using ‘book’ to mean ‘This is my book.’, ‘Where is her book?’ or ‘I’d like to borrow that book.’ * referring to classroom charts and a simple personal vocabulary list to identify, clarify and rehearse words * using a variety of strategies to embed learnt words and phrases in their own speech and writing, for example as private rehearsal and a simple personal vocabulary list |
| use comprehensible pronunciation to blend, segment and manipulate familiar words  VC2EALA1L10 | * recognising and producing rhyming words when listening to rhyming stories or rhymes, for example ‘funny’ and ‘money’ * identifying patterns of alliteration in known spoken words, for example ‘helpful Hasma’ * saying a word when given the sounds, for example ‘lip’ for ‘l-i-p’ and ‘munch’ for ‘m-u-n-ch’ * saying whether sounds are the same or different; for example, comparing the vowel sounds in ‘ship’ and ‘sheep’ * saying an unfamiliar word when the beginning phoneme (the smallest unit of sound in a word), middle or end phoneme is replaced with a different phoneme; for example, ‘run’ becomes ‘fun’ and ‘fun’ becomes ‘fan’ * identifying syllables in known spoken words, for example clapping the rhythm of ‘Mon-day’, ‘Ti-en’ or ‘A-si-ma’ |
| recognise ways that sentence stress and intonation are used to enhance meaning or distinguish statements from questions  VC2EALA1L11 | * recognising that a question has been asked, based on intonation * recognising emotions such as happiness and anger expressed through intonation * distinguishing between questions, instructions and statements based on clear intonation and contextual information, for example in the actions of peers * using rising intonation for questions and stressing key words for emphasis |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise when to respond in English and when to respond in home language  VC2EALA1L12 | * recognising when being spoken to in English * assessing which language(s) a speaker knows, and responding appropriately * making connections between new English words and home language words containing similar sounds |
| use simple strategies to clarify spoken communication and respond to misunderstandings  VC2EALA1L13 | * requesting attention or assistance from the teacher or a peer by using intonation to signal a request, or indicating non-understanding through speech or body language * using simple formulaic expressions to ask for clarification, for example ‘Please say again.’ and ‘What is that?’ * listening to and using a speaker’s key words when asking for clarification; for example, Teacher: ‘Paste it in your book.’ Student: ‘Language book?’ |
| draw on a range of home language resources to enhance learning when listening and speaking  VC2EALA1L14 | * asking home language peers for help with translating personal needs and responses from a home language to English * asking home language peers to explain an idea in a home language and asking for a translation in English * asking for clarification from other home language speakers |
| use a range of simple social formulas and gestures to interact with others orally  VC2EALA1L15 | * recognising that words, gestures and intonations may be appropriate or inappropriate in certain contexts; for example, saying ‘please’ when asking for something from a peer * demonstrating that they are paying attention through paralinguistic (non-verbal) communication; for example, using body orientation, nodding, gesturing and facial expressions such as smiling and laughing * understanding when a response is required and attempting to respond appropriately to questions by using a variety of paralinguistic (non-verbal) communication and/or short responses * recalling and using common social formulas when interacting with others; for example, saying ‘sorry’, ‘please’, ‘thank you’ and ‘excuse me’ |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand the main themes or ideas of short, familiar print and digital texts, with teacher support  VC2EALA1R01 | * scanning texts for familiar words and short phrases in context; for example, looking for the names of main characters or key topic vocabulary * understanding the main ideas of short texts about a topic studied in class and responding to questions; for example, naming characters from a story or identifying an animal illustration based on a description * demonstrating comprehension through appropriate activities; for example, retelling the main ideas from a text, sequencing pictures representing the main events in a story, or painting or drawing events, settings or characters in a text |
| identify key information in simple, familiar texts, with teacher support  VC2EALA1R02 | * recognising illustrations or character names when re-reading a familiar story * identifying characters, settings or key events in a narrative * identifying or recounting one or 2 facts from a non-fiction text, for example ‘Sharks have sharp teeth.’ and ‘Cars have 4 wheels.’ |
| match images to familiar words and phrases, with teacher support  VC2EALA1R03 | * explaining the meaning of everyday signs and labels such as a stop sign on a road and an exit sign near a door * naming some familiar logos or symbols such as a common emoji * identifying characters or objects that are represented in both images and print text; for example, noticing a familiar cartoon character * matching a short description to an image, for example for ‘a green fruit’ |
| make simple predictions or inferences about a text, with teacher support  VC2EALA1R04 | * making simple predictions about the topic or purpose of a text based on the introduction, for example about the purpose of an instructional video * using images on a book cover or illustrations within the text to predict what might happen next * finishing familiar phrases or sentences from known texts; for example, joining in a repeated chorus or refrain within a familiar text |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise the basic features of different types of texts  VC2EALA1R05 | * recognising a small range of familiar text types such as recount, narrative, instructional report and information report * answering simple questions about the features of a text, for example when asked ‘What is the name of this text?’ and ‘Where is there a list in this text?’ * matching labels to parts of a simple text, for example to the title, introduction, requirements and method of a procedure; the title, images and text on a poster; and the text, hyperlinks and images on a website * following step-by-step instructions to find information in a print or digital text in response to a question, for example when asked ‘Open the book and turn to the contents page. Now find the heading that says “Ocean”. Which page should we turn to?’ * identifying and naming elements of book layout and aspects of reading such as word, letter, page, title and cover * pointing to parts of a book in response to questions and instructions, for example when asked ‘What is the author’s name?’ and ‘Find the start of the sentence.’ |
| recognise a range of familiar words and phrases  VC2EALA1R06 | * recognising personally significant words, for example when seeing their own name on charts, book labels and name tags * locating and pointing to familiar words or phrases when prompted, for example when asked ‘This book is about frogs. Where can you see the word “frog”?’ * learning that words are made up of meaningful parts, for example that ‘dogs’ has 2 meaningful parts: ‘dog’ and ‘s’ (meaning ‘more than one’) * recognising familiar high-frequency words such as ‘and’, ‘my’, ‘is’, ‘the’ and ‘go’ in shared and independent reading texts |
| identify some sounds in words, and some common letters and letter patterns in words  VC2EALA1R07 | * recognising letters in recurring words, for example in the names of peers and teachers * matching upper-case and lower-case letters and identifying their sounds * relating some letters of the alphabet to their common sounds; for example, relating vowels to their short vowel sound * using initial letters and common letter patterns to decode unfamiliar words * locating words containing the same letter patterns in a short text, for example in words containing ‘ch’ or all words with double letters * recognising that different ways of forming letters and different fonts do not change meaning |
| understand the function of capital letters, spaces and full stops  VC2EALA1R08 | * pausing at full stops when reading aloud * using spaces to identify and count words in a sentence or on a line * recognising that capital letters and full stops can form sentence boundaries, and can be used to identify and count sentences |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| distinguish print and digital English texts from home language texts  VC2EALA1R09 | * identifying a text written in English or pointing to English words in a multilingual text * holding and navigating English books appropriately and confidently * identifying the intended audience of English and home language texts, for example in ‘This story is for children.’ and ‘This book is for adults.’ |
| select suitable texts for their own reading, with teacher and peer support  VC2EALA1R10 | * selecting and engaging with books of personal interest during independent reading * exploring a new book before reading to determine interest, by looking at the images, amount of print and familiar elements * seeking books in a home language or related to familiar topics to share with family members * engaging with picture books selected by the teacher and some self-selected books |
| draw on a range of home language resources to enhance learning when reading and viewing  VC2EALA1R11 | * asking home language peers for help with translating personal needs and responses from a home language to English * asking home language peers to explain an idea in a home language and asking for a translation in English * referring to picture dictionaries or bilingual dictionaries in the classroom to check meaning * making simple multilingual mind maps or vocabulary charts of key words |
| participate in shared reading activities, including reading aloud, with extensive teacher support  VC2EALA1R12 | * listening to a teacher or peer read text aloud, then rehearsing and imitating pronunciation, intonation and emphasis * reading aloud short, familiar texts such as simple rhymes, songs and repetitive texts * reading short texts aloud, with prompts from the teacher, for example for their own writing or a story or text used in class * answering simple questions about their personal experiences related to stories, for example when asked ‘Have you ever … ?’ and ‘Do you like … too?’ * expressing a simple opinion on a text; for example, indicating like or dislike of a character * contributing to shared responses to texts; for example, sequencing images in order, matching sentence stems and endings, answering simple questions about ideas in a text and acting out events |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write familiar words, phrases or short texts and write simple functional texts related to their own experience or school context, with teacher support  VC2EALA1W01 | * writing or typing familiar words such as their own name, without copying * writing the names of items depicted in images or captions for images * writing short formulaic sentences to describe images, for example ‘This is a …’ * completing sentences giving personal information, for example ‘My name is …’ and ‘I have … people in my family.’ * recounting personal experiences in sequence * writing a simple description, recount or procedure after a shared class experience, for example as a short text recounting how to make toast * writing a simple response to a familiar text; for example, using characters or a setting from a familiar story |
| illustrate a simple text  VC2EALA1W02 | * illustrating a simple text to add detail, for example to give additional information about an event, character or setting in a story * using drawings as a basis for spoken explanations or captioning using simple writing |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use a simple, familiar text structure repeatedly  VC2EALA1W03 | * writing or dictating simple statements in time sequence, for example ‘I get my bag.’ and ‘I eat lunch.’ * writing recounts or stories using repetitive time or sequence connectives, for example ‘First I …, then I …’ * using a teacher-modelled planner to write a simple narrative text with a beginning–middle–end structure * planning for a variety of text features, for example by placing text appropriately on a page, leaving space for a drawing |
| write simple, repetitive modelled sentences  VC2EALA1W04 | * writing a small range of sentences copied from a model text, for example ‘I like …’, ‘I went to …’ and ‘Today is …’ * writing simple strings of words that approximate their own spoken structures, for example ‘go to school’, ‘go home’ and ‘come from’, although they may demonstrate errors or inconsistency in grammar and word order * writing repetitive sentence beginnings, for example ‘I … Then I … Then I …’ * using the most common coordinating conjunctions (‘and’ and ‘but’) to connect clauses |
| demonstrate some control of basic verb forms  VC2EALA1W05 | * using a variety of common action verbs (such as ‘sit’, ‘eat’ and ‘play’), sensing verbs (such as ‘want’ and ‘like’) and relating verbs (such as ‘be’ and ‘have’) * controlling simple past tense for common verbs, including some regular verbs (such as ‘played’ and ‘liked’) and some common irregular verbs (such as ‘went’, ‘was’ and ‘saw’) * expressing negatives in the most basic forms; for example, using ‘no’ and ‘not’ |
| use some common noun–verb and adjective–noun combinations  VC2EALA1W06 | * using simple noun–verb combinations to express personal opinions or responses, for example in ‘Dog runs fast.’ and ‘Ice cream is cold.’ * using simple adjectives to express personal opinions or responses, for example in ‘yummy cake’, ‘cold water’ and ‘blue sky’ |
| write an increasing range of high-frequency words related to personal experiences and school context  VC2EALA1W07 | * referring to classroom charts and a simple personal vocabulary list to check and confirm the spelling of high-frequency words * recording high-frequency words in a simple personal vocabulary list * matching high-frequency words with correct objects in the classroom |
| accurately spell some consonant–vowel–consonant (CVC) words and common words learnt in class  VC2EALA1W08 | * spelling some high-frequency words accurately from memory, for example their own name, short words used regularly and consonant–vowel–consonant (CVC) words such as ‘bag’, ‘top’ and ‘get’ * unjumbling simple misspelled words to show correct spelling |
| use common familiar punctuation  VC2EALA1W09 | * writing upper-case and lower-case letters and full stops accurately when copying * beginning to copy more complex punctuation accurately, for example copying commas, question marks, exclamation marks and quotation marks |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| respond to the terms ‘writing’ and ‘drawing’ appropriately, with teacher support  VC2EALA1W10 | * responding appropriately to a request to write or draw about personal experience or classroom topics * following simple instructions using writing terminology, for example when asked ‘Please write your name in capital letters.’ and ‘Leave a line in between.’ * distinguishing any conventions of a home language script (such as letters and symbols) from English conventions * writing from left to right and leaving spaces between groups of letters or between words * forming both upper-case and lower-case letters consistently and legibly in different contexts, and using different writing implements * planning layout, for example by placing headings at the top of a page or leaving room for a drawing * creating drawings that add meaning to a written text |
| actively engage in improving writing, with teacher support  VC2EALA1W11 | * demonstrating awareness that spelling needs to be accurate and consistent; for example, copying words carefully, asking how to spell a word and asking for a word to be written so it can be copied * correcting their own text when read aloud by the student or the teacher * making corrections to their own writing when copying text * copying a corrected version of their own text, for example with corrected spelling or capital letters * recording high-frequency words in a simple personal vocabulary list * referring to classroom charts and a simple personal vocabulary list to check and confirm the spelling of high-frequency words |
| draw on a range of home language resources to enhance learning when writing  VC2EALA1W12 | * asking home language peers to explain an idea in a home language and asking for a translation in English * writing in home language script or transliterating the sound of a home language word in English letters when the English word is unfamiliar * asking home language peers or the teacher for the English translation and spelling of a home language word |
| contribute ideas, words or sentences to a class or group shared story, with teacher support  VC2EALA1W13 | * listening to the contributions of others and adding new or different ideas * making suggestions for ideas to include in a text, for example about the people and events * drawing on familiar vocabulary and sentence structures to suggest expressions for shared writing * completing cloze activities based on a shared text experience * choosing a sentence from a shared text to use as a caption for an image * explaining the meaning of a home language word |

## Level A2

### Level description

The Level A2 curriculum supports students who may have already had several years of age-appropriate formal instruction in the basics of English language and literacy, and some exposure to home language literacy, to expand their repertoire of spoken and written English. Through structured immersion in English and the use of plurilingual and cultural strategies, students explore spoken communication in predictable social situations. Students learn to identify key points in familiar topics and develop their capacity to use images as cues to decode meaning. They learn how to negotiate and sustain spoken interaction and resolve misunderstandings by using a range of resources, including home language(s).

Students explore a wide range of familiar print and digital texts, including visual, multimodal and interactive texts. With support, they learn to read familiar texts such as everyday texts and short literary texts with some fluency. They practise strategies such as referring to a picture or home language–English bilingual dictionary to check the spelling or meaning of English words. They also learn about context, phoneme–grapheme correspondences, word patterns and text structure, which assist with reading unfamiliar texts. Students explore the writing process to develop the knowledge, understanding and skills involved in planning a short written text. They create their own texts using simple, coherently linked sentences, basic structures and familiar vocabulary. They are introduced to unfamiliar words and learn about spelling patterns and base words as a way of broadening their vocabularies. Students develop and improve their own writing through engaging in discussion of simple stories, recounts and factual texts.

### Achievement standard

By the end of Level A2, students demonstrate the following skills in English as an Additional Language.

#### Listening and Speaking

Students communicate in a range of predictable and familiar social and learning situations. They express ideas and identify key points of information in classroom discussions about familiar topics, and about new topics when they are well supported by visual material, an appropriate pace of delivery, and discussion that links their prior knowledge to the new context. They follow a short sequence of instructions related to classroom procedures and learning activities. They negotiate familiar social and learning situations, using English appropriate to the situation. They adjust their speech choices in response to audiences and topics. They combine known conversational formulas and vocabulary, including some from texts read in class, and apply grammatical rules to make original utterances of varying grammatical accuracy. They sustain communication by negotiating turn-taking and by using strategies such as asking a speaker to repeat or to speak slowly, or by asking what a word means.

#### Reading and Viewing

Students read and respond to a wide range of familiar print or digital texts, including visual, multimodal and interactive texts. They predict, ask questions, retell and talk about texts read and viewed in class. With support, students read a range of topic-related classroom texts. They can read familiar texts with some fluency. They read back their own writing or their own sentences recorded by another student. They use texts purposefully, following simple procedural texts and finding basic information in texts. They discuss the events and characters’ feelings and actions in texts. They identify the purposes of familiar text types, including classroom text, simple story and factual text. They use their developing knowledge of context, phoneme–grapheme correspondences, word patterns and text structure to read simple texts, both familiar and unfamiliar. They interpret simple images and identify the layout of a range of text types.

#### Writing

Students communicate ideas, events and experiences through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modelled structures and features. They write everyday texts and simple stories, recounts and factual texts based on their own and shared class experiences. They use their developing oral and reading skills when writing their own texts. They write texts using simple but coherently linked sentences, basic structures and well-known vocabulary. They use some common irregular past tense verbs correctly, and link clauses using basic conjunctions and connectives. They make plausible attempts to spell unfamiliar words, based on known spelling patterns and base words. They use vocabulary lists, modelled texts and familiar books to find out how to write unfamiliar words. They write letters legibly, include some punctuation and make some changes to their texts when editing. They use digital resources to write and present their texts.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| listen actively  VC2EALA2L01 | * responding when listening by displaying appropriate body language; for example, using body orientation, eye contact and facial expressions and gestures such as nodding or shaking their head * providing relevant comments or ideas when responding to a spoken text; for example, providing a basic response to a question about the spoken text * using images or other information to understand the meaning of a spoken text; for example, making a connection between an image and a short statement from a spoken text * inferring the meaning of classroom instructions based on the actions of peers; for example, listening to instructions and following peers to complete a task |
| understand key information in a short spoken or multimodal text  VC2EALA2L02 | * identifying familiar words used in a spoken text (such as known vocabulary, names and colours) and common classroom action verbs (such as ‘sit’, ‘collect’, ‘open’ and ‘stop’) * pointing to parts of pictures that are mentioned in a text or conversation * using questions to help identify relevant pieces of information; for example, Student 1: 'What colour was it?’ Student 2: ‘It was blue.’ * ordering information from a short spoken text using visual images * using contextual information such as the teacher’s gestures or the actions of peers to clarify or confirm instructions |
| negotiate familiar social and learning situations using language appropriate to the situation  VC2EALA2L03 | * negotiating a range of familiar situations; for example, explaining a problem to a teacher, negotiating the rules of a game with a friend, participating in a class discussion, describing an object and ordering food at the school canteen * participating in classroom discussions about familiar topics or new topics that are well supported by visual material and/or scaffolding provided by the teacher * participating in short, structured social interactions; for example, understanding and responding to simple questions related to personal or familiar topics by borrowing words from questions asked, such as responding ‘My hobby is …’ to ‘What is your hobby?’ * making simple requests and expressing needs, thoughts and opinions; for example, making formulaic requests such as ‘Can I have a pencil, please?’ and indicating agreement or non-agreement such as saying ‘I agree.’ or ‘I don’t think so.’ * expressing ideas, humour and simple opinions, and describing feelings, for example ‘I am very happy.’ * using common classroom formulaic responses, for example ‘Just a minute.’, ‘Can you help me, please?’, ‘Be quiet, please.’ and ‘Can I have a paintbrush, please?’ |
| respond to and produce a short sequence of simple utterances, with teacher support  VC2EALA2L04 | * following a range of classroom instructions, for example for book-borrowing procedures and rules for using computers * listening to a story and then retelling or sequencing the story using pictures * reciting rhymes, songs or parts of a familiar text, including some individual performance * giving a short presentation to a group on a familiar topic; for example, sharing or recounting a personal experience * giving short, simple oral presentations to the class, with supporting props; for example, presenting a ‘show and tell’ |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify a number of spoken text types and forms  VC2EALA2L05 | * identifying a variety of spoken texts such as stories, poems, plays, recounts, descriptions and instructions * using purpose, structure, content and language to help identify familiar spoken text types |
| recognise and use a small range of sentence forms, including common time and sequence markers to link speech  VC2EALA2L06 | * recognising common forms of statements (e.g. for those starting with ‘I am …’ and ‘This is …’) and the difference between statements and commands (e.g. between ‘She went home.’ and ‘Please give it to me.’) * recognising and using a variety of question stems such as ‘Who’, ‘Where’, ‘How’, ‘Why’, ‘Do you’ and ‘Can I’ (e.g. ‘Where did you live before?’) and yes/no questions (e.g. ‘Is that my book?’) * understanding common conjunctions that make connections between ideas, for example in ‘I like my dog and taking him for a walk is fun.’ * following instructions that include sequence markers such as ‘first’, ‘next’, ‘and then’ and ‘after that’ * understanding and using simple time markers such as ‘yesterday’, ‘later’ and ‘now’ |
| recognise and use a small range of common verb forms accurately  VC2EALA2L07 | * constructing subject–verb–object sentences with accuracy, for example ‘I brushed my teeth.’ and ‘She threw the ball.’ * using some forms of the verbs ‘to be’ and ‘to have’ correctly, for example ‘is’ in ‘Her name is Mia.’ * using a variety of common verb tenses for familiar verbs with some consistency; for example, using present simple tense (such as ‘walk’ and ‘go’), present continuous tense (such as ‘is walking’ and ‘is going’) and regular and common irregular past tenses (such as ‘walked’ and ‘went’) * beginning commands with an imperative verb, for example in ‘Come over here, please.’ and ‘Bring me that book, please.’ * beginning to recognise and use basic modal verbs, for example in ‘want to’, ‘have to’ and ‘should’ * expressing simple negation using common auxiliary verbs such as ‘don’t’, ‘did not’ and ‘can’t’ in full and contracted forms, for example ‘The bus did not come.’ |
| recognise and use a number of different phrase forms  VC2EALA2L08 | * giving some additional detail using short noun groups or adjectival phrases, for example in ‘He gave me a new book.’ and ‘I ran really fast.’ * understanding some common phrases or clauses in both their full and contracted forms, for example ‘I am’ and ‘I’m’, ‘you are’ and ‘you’re’ * using common prepositions such as ‘in’, ‘on’ and ‘at’ to add simple detail about place, for example in ‘Go on the train.’ and ‘Stay at home.’ * understanding instructions incorporating place or location, for example for ‘Come over here.’ and ‘Stand next to the chair.’ * using a variety of personal pronouns such as ‘I’, ‘me’, ‘he’, ‘him’, ‘she’, ‘they’ and ‘it’ * using a variety of possessive pronouns such as ‘his’, ‘her’, ‘its’, ‘our’, ‘their’ and ‘my’ |
| identify key words and ideas from short, familiar spoken texts supported by context  VC2EALA2L09 | * recognising familiar and learnt vocabulary in short spoken texts * using a variety of words related to familiar topics; for example, using words related to family, school, shapes, numbers, days and months * using words from lexical sets related to topics of conversation; for example, using words for favourite foods, pastimes and pets |
| use pronunciation accurately, including words with consonant blends at the beginning and end, and words with more than one syllable  VC2EALA2L10 | * substituting middle sounds in spoken words to make new words such as ‘pin’, ‘pen’ and ‘pan’ * substituting final sounds in spoken words; for example, substituting the ‘t’ in ‘pet’ with ‘g’ to form a new word, ‘peg’ * identifying and repeating rhyming words using blends of phonemes (the smallest units of sound in words), for example ‘share’ and ‘chair’, ‘mind’ and ‘find’ * blending 2 or 3 phonemes to make syllables, for example ‘b-oo-k’ and ‘sh-ee-t’ * identifying spoken words or syllables that contain the same phonemes, for example ‘bump’ and ‘camp’ * adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes to generate new words |
| use a range of stress and intonation patterns to enhance meaning  VC2EALA2L11 | * using stress and intonation appropriately in common utterances; for example, stressing key words in short utterances and using rising intonation when asking questions * expressing emotions such as surprise and frustration through intonation * attending to sentence stress, intonation, volume and pace when rehearsing or performing role-plays * using body language, facial expressions and gestures to enhance the meaning of speech, such as nodding and pointing * imitating the teacher and peers to read short texts with accurate pronunciation, fluency, pauses and intonation |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify basic differences between spoken English and home language(s)  VC2EALA2L12 | * discussing differences between English and home language social practices in interactions; for example, addressing people using honorifics or their name, considering formality of language used when communicating with older or younger people and using appropriate body language during interactions * formulating questions in English and a home language to clarify classroom instructions or new ideas and vocabulary * recording translations of unfamiliar words in a simple personal vocabulary list, including words and definitions in English and a home language |
| use a range of strategies to self-assess and negotiate spoken communication  VC2EALA2L13 | * imitating pronunciation used by the teacher and peers for a variety of interactions and text types, and repeating a sentence or phrase, modelling rhythm, intonation and pronunciation on the speech of others * interrupting to ask a speaker to repeat or speak slowly, for example by asking ‘Say again, please.’ * seeking help or clarification from other speakers using a home language or methods such as gesture or rewording, for example by referring to a speaker’s key words when asking for clarification: Teacher: ‘Get your diary.’ Student: ‘What is diary?’ * asking directly what a word means; for example, saying ‘I don’t understand. What’s a “tuckshop”?’ |
| draw on a wide range of home language resources when listening and speaking  VC2EALA2L14 | * asking for clarification from other home language speakers * asking home language peers to explain an idea in a home language and asking for a translation in English * asking other home language speakers to translate specific words |
| initiate and maintain simple spoken interactions with others  VC2EALA2L15 | * negotiating activities with peers in small-group tasks, for example by making suggestions, agreeing, disagreeing or clarifying * responding with short extended responses, including answering questions, adding to other speakers’ points and giving personal opinions * negotiating meaning by using gestures, modified speech, simple questions and clarifications |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand the themes or main ideas of a small range of simple, familiar texts  VC2EALA2R01 | * identifying the main idea in a text, based on recognising repeated or familiar content words * reading well-known words or phrases such as ‘Tuesday’ and ‘once upon a time’ in new contexts * recognising familiar vocabulary in unfamiliar texts * reading a variety of topic-related texts, including information, imaginative and persuasive texts, with support |
| understand information in texts read and viewed in class  VC2EALA2R02 | * demonstrating understanding of simple factual or fictional texts by performing a task; for example, following written instructions to plant a seed in a pot or dramatising or illustrating parts of a story * answering simple questions or ‘true or false’ questions, sequencing information from a text, and/or matching phrases and sentences from the text to images or diagrams showing the same ideas * responding to a text, for example by illustrating a section or answering questions about the text * demonstrating understanding of new texts and responding to them; for example, reading along with repeated sections or predicting what comes next |
| understand how different types of images in texts contribute to meaning  VC2EALA2R03 | * reading and viewing a variety of factual and imaginative texts incorporating images such as illustrated stories, reports with diagrams, short documentaries and infographic posters * using images to discern the storyline of a text and predict individual words in texts about familiar topics * obtaining information from simple diagrams or graphs * making connections between images and print text, for example by matching a character’s name to an image or finding the name of a country on a map |
| use knowledge of context, text structure and language to understand literal meaning  VC2EALA2R04 | * employing a variety of reading cues such as images to help predict meaning * suggesting what might happen next in a narrative with a familiar setting or characters * describing the qualities or feelings of a character in simple terms, based on images and descriptions in print text * making connections between the text and their own experience or other texts |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify differences in text genres  VC2EALA2R05 | * accessing a variety of text types, including recount, report, procedure, narrative, poem, song, slide show, webpage and podcast * answering questions about text purpose and organisation, for example when asked ‘Which text tells us how to do something?’ * identifying the topic and structure of a text based on its layout and visual appearance (e.g. by answering questions such as ‘Which texts use headings?’) and matching labels to specific features of a text (e.g. for author, heading, diagram and blurb) * using texts purposefully; for example, locating specific information in a known text by following links and headings, or using a simple contents page or index, for example when asked ‘Use the contents list to find the section about oceans.’ |
| recognise an increasing number of high-frequency words in different contexts  VC2EALA2R06 | * matching a range of familiar spoken words with print words * using initial letters and common letter patterns to decode unfamiliar words; for example, identifying rhyming words * recognising some common prefixes and suffixes such as ‘un-’ and ‘-er’, and how they change the meaning of words * identifying familiar patterns within unfamiliar words to support pronunciation and suggesting, when asked, other words that might look or sound similar, such as for ‘-ing’ in ‘sing’, ‘bring’ and ‘string’ * recognising familiar words and collocations such as ‘big bad wolf’ in different contexts * using function words such as ‘the’, ‘and’, ‘as’, ‘in’ and ‘of’ to understand the relationships between ideas in a text |
| use knowledge of letters and sounds to read an unfamiliar word or locate key words  VC2EALA2R07 | * recognising all letters of the alphabet in both upper-case and lower-case; for example, naming letters when spelling out unfamiliar words * understanding that a letter can represent more than one sound, for example for the letter ‘u’ in ‘cut’, ‘put’ and ‘use’ and the letter ‘a’ in ‘cat’, ‘father’ and ‘any’ * recognising sounds that can be produced by different letters, for example for the ‘s’ sound in ‘sat’ and ‘cent’ * understanding that a syllable must contain a vowel sound * recognising beginning, middle and final sounds in words * recognising one- and 2-syllable words that are part of spoken vocabulary using knowledge of short vowels, common long vowels, consonant blends and digraphs (2 letters that represent a single sound) |
| recognise that full stops and question marks separate text  VC2EALA2R08 | * using punctuation to identify whether a sentence is a statement or a question * pausing appropriately at full stops when reading * using a rising intonation when reading a question |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| compare English and home language print and digital texts, with teacher support  VC2EALA2R09 | * distinguishing between fiction and non-fiction books in different languages * recognising that texts may reflect a variety of cultural beliefs, practices and views * comparing and contrasting ideas and experiences in texts with home language experience * suggesting an audience for a text, for example ‘This book was written for children.’ |
| select suitable texts for their own reading, and read, with some teacher support  VC2EALA2R10 | * selecting text suitable to read independently, based on topics of interest or recommendations from others * skimming parts of a text to check for familiar English content, images, size and amount of print, and layout, before making a selection * comparing texts with those previously read, to predict the suitability of topic, language, length and structure * referring to a picture or bilingual dictionary to check the spelling or meaning of English words * locating words on classroom charts and vocabulary lists and adding to a simple personal vocabulary list to keep a record of words, including their spelling, meaning and pronunciation in English and home language(s) * sharing texts in a home language and/or English with family members and peers and orally retelling parts of a familiar or favourite English text to explain it to a family member or home language peer |
| draw on a wide range of home language resources when reading and viewing  VC2EALA2R11 | * asking home language peers or the teacher for the English translation and spelling of a home language word * writing notes in a home language about meaning and pronunciation when encountering unfamiliar words in texts * using a bilingual dictionary to find translations of unfamiliar words, and noting these in a home language and English * requesting help from peers or school staff who speak the same home language to find the meaning of unfamiliar words * recording spelling, meaning and translations of unfamiliar words in a simple personal vocabulary list * translating from a home language to English |
| contribute to shared reading activities, including reading texts aloud  VC2EALA2R12 | * contributing actively to shared reading activities by joining group discussions about a text, listening to peers and giving brief, relevant responses to questions * reading a text aloud in chorus or reciting familiar poems or rhymes * talking to peers in English and/or a home language about a favourite event or features of a story or poem (e.g. referring to fantasy elements, favourite characters, and interesting words or phrases) and giving a simple personal response to the text (e.g. ‘I enjoyed it.’ and ‘I learnt about …’) * identifying with characters in a story by recounting an experience similar to that of the character, for example ‘That happened to me once, when …’ * describing similarities and differences between the setting of a narrative and their own experience in English and/or a home language * responding creatively to a text through art, drama, movement and music; for example, role-playing or drawing a picture, or taking part in a simple play or film |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write short, simple narrative and information texts based on personal and learnt texts, and more complex texts, with teacher support  VC2EALA2W01 | * imitating the structure and style of familiar texts by using similar vocabulary, repetitive patterns, similar content or characters * copying parts of a text and filling gaps with personal details or topic information; for example, filling in sections of a template following instructions from the teacher or in collaboration with peers * writing for an authentic purpose; for example, writing an invitation to a birthday party or making a birthday card * writing simple factual texts to give information, to keep records or to inform; for example, writing a shared class blog * recounting personal experiences in a simple blog or diary, based on reading similar texts in class * writing imaginative texts adapted from or in response to classroom texts, for example by following the same narrative structure or writing about a character in a new setting |
| illustrate a variety of written texts  VC2EALA2W02 | * connecting images to sections of a text; for example, drawing the body of a frog, its habitat and its life cycle * writing simple phrases as captions or explanations for images * drawing images or diagrams to accompany sentences in a narrative or recount * using a computer storyboarding app to create a simple story map showing the events and characters in a narrative |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use a variety of simple text structures  VC2EALA2W03 | * describing the purpose of a text, for example to inform, to describe an event or to tell a story * producing a small range of common text types, for example as a narrative, recount, report, procedure, description and explanation, reflecting the vocabulary and structure of spoken English * using templates or model texts for organisational structure; for example, using an introduction, body paragraphs and a conclusion (with less reliance on directly copying a reference text) * grouping short sentences about the same topic to produce an original text, for example ‘Frogs are green. Frogs have big eyes. They eat insects.’, or writing a series of short statements in time sequence, for example ‘I eat breakfast. I go to school. I read a book.’ |
| write sustained texts using sentences based on simple, repetitive, modelled patterns  VC2EALA2W04 | * using basic conjunctions and connectives to show time and sequence, for example in ‘On Saturday I … We went … We saw … I went … Then I … And then …’ * connecting clauses to make compound sentences that may run on, for example in ‘I came to school and met my friend and then we played handball and then the bell went.’ * using ‘because’ to create dependent clauses, although these may be incomplete sentences, for example in ‘We went to the pool. Because it was hot.’ * connecting clauses into basic compound or complex sentences using common conjunctions such as ‘and’, ‘but’, ‘and then’, ‘because’ and ‘so’ * using simple pronoun references to avoid repeating the subject in consecutive sentences, for example in ‘Ahmed came to school early. He felt very tired.’ and ‘Yesterday the class went … We went …’ |
| use a small range of basic verb forms accurately  VC2EALA2W05 | * using common, simple past tense forms with the suffix ‘-ed’ consistently, although overgeneralising rules for some less common irregular past tense verbs (such as in ‘catched’, ‘freezed’ and ‘waked’) * using common irregular past tense verbs accurately, for example ‘went’, ‘said’ and ‘had’ * using more complex tenses inconsistently, for example in ‘I have never eat it before.’ and ‘We caught the train then walk to the park.’ * using some common imperatives appropriately, for example ‘Draw …’, ‘Stop.’, ‘Mix the …’ and ‘Cook the …’ * expressing simple negative constructions accurately, for example ‘I do not like …’ |
| write common nouns and adjectives in the correct order in formulaic structures  VC2EALA2W06 | * building short noun phrases using adjectives, for example ‘the blue car’ * using simple comparative adjectives in basic sentences with varying accuracy, for example in ‘My brother is bigger than me.’ |
| use high-frequency words encountered in classroom activities  VC2EALA2W07 | * using learnt topic-specific vocabulary in simple modelled sentences * building word families from common morphemes (meaningful units within words), for example ‘play’, ‘plays’, ‘playing’, ‘played’ and ‘playground’ * using morphemes to read words; for example, recognising the base word in words such as ‘walk-ed’ |
| accurately spell familiar words and words with common letter patterns  VC2EALA2W08 | * using knowledge of letters and sounds to spell words with short vowels (such as in ‘man’) and with common long vowel sounds (such as in ‘time’) * using knowledge of letter sounds to spell one-syllable words with consonant digraphs and consonant blends, such as ‘wish’ and ‘rest’ * spelling high-frequency words correctly, including words with regular and irregular spelling components and common function words (such as ‘the’, ‘and’, ‘is’ and ‘it’) as well as one- and 2-syllable words with common letter patterns * identifying similar spelling patterns, for example in words that contain the same letter combinations, such as in ‘find’ and ‘finger’, ‘air’ and ‘chair’ |
| use some punctuation consistently  VC2EALA2W09 | * using a variety of common punctuation; for example, using full stops, question marks, quotation marks and commas * starting sentences with a capital letter and ending with a full stop, question mark or exclamation mark * correcting capital letters and full stops when reviewing their own or others’ writing * experimenting with other punctuation such as quotation marks |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| plan writing using language that largely reflects features of spoken language  VC2EALA2W10 | * using graphic organisers or simple headings to develop a simple plan to structure a text before writing * planning the layout and format of a text, for example by ruling margins, writing and measuring out boxes on a poster or separating ideas in the text by leaving a line or writing a heading * writing legibly and consistently by hand, using a range of implements such as pens and pencils for different purposes * copying topic sentences or parts of sentences to support idea generation and to structure writing using words, phrases or sentence patterns from a teacher-modelled text, a favourite story or a home language text * constructing a short, basic text type, following the structure of a model text, for example by copying sentence beginnings in the same order using spoken-like language structures based on familiar contexts * locating images close to relevant written information; for example, placing images near relevant headings or text in a digital text |
| edit writing, with teacher support  VC2EALA2W11 | * using a range of resources to find words or phrases or to check spelling; for example, consulting simple bilingual dictionaries, home language peers, a simple personal vocabulary list, classroom texts or a spellchecker on a computer or other digital device * reading their own writing aloud to check meaning * seeking feedback from the teacher or peers before deleting or adding words to clarify meaning * editing writing by hand or digitally; for example, inserting or deleting a word, rearranging a sentence, and correcting upper-case and lower-case letters and basic punctuation * correcting spelling with reference to a spellchecker, simple personal vocabulary list or dictionary * using a keyboard for basic formatting functions; for example, making text bold and changing font |
| draw on a wide range of home language resources when writing  VC2EALA2W12 | * using a bilingual dictionary to find translations of unfamiliar words, and noting these in a home language and English * requesting help from peers or school staff who speak the same home language to find the meanings of unfamiliar words * recording spelling, meaning and translations of unfamiliar words in a simple personal vocabulary list * comparing words in English with home language forms and meanings * asking home language peers to explain an idea in a home language and asking for a translation in English * translating from a home language to English |
| contribute to shared writing activities  VC2EALA2W13 | * recounting events about a shared experience to a class discussion to generate ideas for writing; for example, recounting the steps required to make pancakes following a shared cooking experience * suggesting vocabulary to use in shared writing, based on vocabulary lists, learnt vocabulary and their own reading * altering phrases and sentences modelled in a classroom text to include personal and imaginative details * making editing suggestions for a jointly constructed text in a small group or with a peer * writing everyday texts and simple short stories, recounts and factual texts, based on shared class experiences * sharing a simple story in English and/or a home language with the class that is based on listening to a story told at home |

# Pathway B curriculum

## Level BL

### Level description

The Level BL curriculum supports students who are beginners in English – and who have had minimal exposure to literacy in their home language(s) and little or no prior schooling (including early childhood education experiences) – as they develop basic knowledge, understanding and skills in English. Through structured immersion in English and the use of plurilingual and cultural strategies, students build their capacity to initiate and sustain simple conversations with their peers. They begin to learn the grammatical patterns of spoken English, and to recognise the ways that pronunciation, stress and intonation impact their clarity of expression. Through reciprocal exchanges, students develop an early awareness of the conventions of spoken English. Students participate in scaffolded and supported interactions with teachers and English-speaking peers to practise speaking English. Students interact with peers who speak their home language and can assist with translation. This supports students to make connections between their home language(s) and their developing English language skills.

Students are introduced to the English alphabet through a wide range of short print texts and picture books, and they begin to recognise common letters and letter patterns. They develop fundamental reading skills and practise strategies that assist with the decoding of simple texts. Students use visual texts to support their comprehension, including illustrations, picture dictionaries and home language–English bilingual word charts. Students participate in shared experiences with their teachers and peers to develop their reading and viewing skills, including paired reading aloud activities, small group tasks with targeted comprehension activities and classroom learning.

Students learn about the writing process. Targeted spelling and writing activities support students to develop a knowledge of some English phoneme–grapheme correspondences and the spelling of high-frequency words. Students practise writing, focusing on the formation of letters and letter placement. Through reading different texts, students begin to understand the structure and purpose of simple print texts.

### Achievement standard

By the end of Level BL, students demonstrate the following skills in English as an Additional Language.

#### Listening and Speaking

Students communicate in familiar social and classroom contexts, using simple formulaic and some creative structures. They understand spoken English that is supported by teacher direction and cues from classroom context. They contribute relatively complex ideas through simple spoken English, and use simple English to respond to the ideas of others. This is achieved through continuing support and scaffolding from teachers and English-speaking peers who provide authentic interactions and space to practise English. Peers who speak home language(s) also offer shared translation opportunities. This supports students to make connections between their home language(s) and their developing English language skills.

Students use short utterances and simple subject–verb–object constructions. They use common adjectives and adverbs to describe or add emphasis. They use repeated grammar patterns copied from stories, songs, rhymes or other short texts. Students’ pronunciation, stress and intonation are comprehensible but carry elements of home language pronunciation. They use some basic communication strategies, such as asking for repetition, and by questioning to check, clarify or confirm understanding. They use some basic strategies to initiate and sustain simple conversations in English, including restating, repeating or re-pronouncing as appropriate.

#### Reading and Viewing

Students read a variety of short, simple, familiar, repetitive fiction and everyday texts in print and digital form, including visual, multimodal and interactive texts. They complete basic structured activities for the texts they read.

Students retell simple, familiar stories, and sequence a process using simple sentences and pictures. They understand that texts are written for a variety of purposes. They understand the basic phoneme–grapheme correspondences of English. Students read some familiar words and phrases in context. They recognise, name and know the sounds related to all letters and some common letter groups. They recognise that meaning is carried by intonation, and they listen for key words and for repetition of words and phrases in texts read aloud. They focus on illustrations and other non-written features when reading. They use vocabulary lists and simple pictorial and bilingual dictionaries to assist them to read unfamiliar words.

#### Writing

Students communicate their ideas and experiences simply through written, drawn, copied or dictated texts. They contribute to whole-class or small-group shared writing activities. They understand that written texts in English comprise specific conventions, which change according to context and purpose. They write simple sequenced descriptions, recounts and procedures, following models. They write or draw for specific audiences. Students engage in a variety of writing activities where they develop ideas with peers, seek feedback from teachers and use model texts to inform their own writing.

Students’ writing reflects the text structures and linguistic features of their spoken language. They link ideas using common conjunctions, and understand the purpose of basic punctuation and use it in their texts. They demonstrate knowledge of some English phoneme–grapheme correspondences and spelling of high-frequency words, and show evidence of some planning. They model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using images and asking how to write a word. They begin to form letters and place text appropriately. They copy and write texts using digital tools.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| listen attentively, attending to intonation and body language  VC2EALBLL01 | * using some appropriate body language and gestures when listening; for example, nodding and using facial expressions * using tone and intonation to distinguish between statements and questions |
| respond verbally and/or non-verbally when spoken to  VC2EALBLL02 | * responding briefly, verbally or non-verbally, to simple, direct questions * understanding simple, predictable personal questions on common topics such as name, age, likes and dislikes, and offering single-word responses * carrying out simple, familiar instructions, for example when asked ‘Please shut the door.’ * following simple instructions using the actions of others as cues, for example by moving to the floor or collecting a book * indicating agreement or non-agreement, for example with body language, gestures such as nodding or shaking their head, or using simple utterances such as ‘yes’ and ‘no’ |
| participate in highly contextualised and familiar social situations and learning activities, with significant teacher or peer support  VC2EALBLL03 | * using formulaic utterances modelled by or copied from the teacher, peers or texts to ask questions, to aid social interaction or for self-expression, for example ‘What’s the time?’, ‘Excuse me …’, ‘Oh, no!’ and ‘Very good!’ * making simple requests or expressing needs using actions, single words and short phrases * using simple responses such as nodding or saying ‘yes’, ‘no’ or short learnt phrases |
| understand short verbal exchanges between speakers  VC2EALBLL04 | * using paralinguistic (non-verbal) responses during verbal exchanges between others; for example, nodding to indicate agreement when discussing their favourite ice-cream flavour * responding verbally using simple responses such as ‘yes’, ‘no’ or short learnt phrases to verbal exchanges between others, for example when determining the rules of a game during lunchtime |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise some familiar spoken texts  VC2EALBLL05 | * recognising familiar spoken texts used frequently in class, for example in response to routine instructions such as ‘Please put your books in the tub.’ * distinguishing between simple, familiar questions and instructions through intonation and context |
| construct 2- or 3-word utterances, with the support of actions, gestures or visuals  VC2EALBLL06 | * using common vocabulary and short formulaic expressions to communicate intention, for example ‘Please shut the door.’ and ‘Turn on the light.’ * pointing, miming or gesturing to supplement speech |
| use basic verb forms in context  VC2EALBLL07 | * using simple grammatical patterns such as subject plus verb (e.g. ‘We eat.’) and verb plus object (e.g. ‘Go toilet.’) * matching simple verb tense to time words, for example ‘Yesterday we went …’ and ‘Today we go …’ * using ‘no’ or ‘not’ with adjectives or nouns to express negative forms, for example in ‘Not hot today.’ and ‘Not me.’ |
| use common descriptive language  VC2EALBLL08 | * using common adjectives to express affect (such as ‘sad’, ‘happy’ and ‘angry’), judgement (such as ‘kind’ and ‘mean’) and appreciation (such as ‘beautiful’ and ‘yucky’) * combining some common adverbs with verbs to describe action, for example ‘walk slowly’ and ‘sing well’ |
| respond to key words in a range of familiar and common situations  VC2EALBLL09 | * referring to charts or vocabulary lists to select words required for communicative needs * recognising and using a narrow range of learnt word patterns and familiar words related to immediate needs, for example for words related to family, school, colours, numbers and days |
| use comprehensible pronunciation for familiar words  VC2EALBLL10 | * using accurate pronunciation for a narrow range of familiar words, including personal language, classroom language and some basic topic vocabulary * saying a word when given its sounds, for example ‘lip’ for ‘l-i-p’ and ‘munch’ for ‘m-u-n-ch’ * saying whether sounds are the same or different, for example for the sounds in ‘ship’ and ‘sheep’ * saying an unfamiliar word when the beginning phoneme (the smallest unit of sound in a word), middle or end phoneme in the word is replaced with a different phoneme, for example ‘run’ to ‘fun’ and then ‘fun’ to ‘fan’ * identifying syllables in known spoken words and names; for example, clapping the rhythm of ‘Fri-day’, ‘Jun-ko’ or ‘Shan-a-ya’ |
| understand and use basic sentence stress, intonation and paralinguistic (non-verbal) features  VC2EALBLL11 | * distinguishing between questions, instructions and statements, based on intonation and contextual information such as the actions of other students * imitating the teacher’s speech when reciting or chorusing stories, songs or rhymes * using appropriate paralinguistic (non-verbal) communication to support meaning; for example, making eye contact, nodding and gesturing * modifying voice features such as volume, pace, intonation and emphasis to suit different audiences and situations |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| distinguish spoken English from other languages and attempt to respond appropriately  VC2EALBLL12 | * recognising when English is being spoken * assessing which language(s) a speaker knows and responding in that language |
| repeat or re-pronounce words or phrases when prompted or if not understood, and ask for help  VC2EALBLL13 | * attending to a listener’s body language and speech to determine whether their own speech has been understood * attempting to self-correct pronunciation when a listener does not understand a word being spoken and/or repeat words using different pronunciation * asking a listener to model correct pronunciation * clarifying instructions before acting, for example by repeating key words (e.g. ‘The door?’) or pointing * listening to and using a speaker’s key words when asking for clarification, for example ‘What means “sibling”?’ * asking for help or clarification from the teacher or peers using simple formulaic expressions to make requests or ask questions, for example ‘Please say again.’ and ‘What is that?’ * borrowing and adapting key words from conversation partners by using techniques such as reordering; for example, Teacher: ‘Don’t be silly, Tim.’ Student: ‘Tim silly.’ |
| draw on home language resources to enhance learning when listening and speaking  VC2EALBLL14 | * asking home language peers for help translating personal needs and responses from a home language to English * asking home language peers to explain an idea in a home language and asking for a translation in English * asking for clarification from other home language speakers |
| take turns to speak or listen during class interactions  VC2EALBLL15 | * demonstrating a range of interactive behaviour, for example by listening, responding and turn-taking * asking questions in home language(s) about classroom activities and topics * understanding responses from peers that combine elements of English, home language(s) and gesture * using a narrow range of simple formulaic social expressions, for example ‘please’, ‘thank you’ and ‘May I play?’ |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand the main themes or ideas of some simple, familiar texts, with teacher support  VC2EALBLR01 | * identifying a familiar book or text by its topic, for example when asked ‘Which book is about the rainforest?’ * reading classroom signs, labels or words from classroom charts * sequencing pictures to match the order of a set of instructions or a narrative * answering simple questions about the main ideas in a text |
| extract information from short, simple texts, with teacher support  VC2EALBLR02 | * recognising a friend’s name on a birthday calendar, or reading a label to select the correct book * referring to name labels when speaking to peers or handing out completed work * responding to simple, familiar questions or instructions read aloud by the teacher, for example when asked ‘Point to the one with a tail.’ |
| extract information from simple images, with teacher direction and support  VC2EALBLR03 | * identifying the purpose of some everyday signs around the classroom, when directed by the teacher * matching a short description to an image, for example for ‘It is green, with big eyes.’ * using visual clues to locate information on a map, for example for ‘the city marked with a green dot’ |
| make simple predictions or inferences about a text, with teacher support  VC2EALBLR04 | * sequencing a short series of pictures or simple sentences in the predicted order * answering simple questions predicting events in a familiar text, for example when asked ‘Where will they go next?’ |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise and explore texts in different media and modes  VC2EALBLR05 | * understanding that different texts, such as picture books, class writing and diaries, have different purposes * navigating different types of texts; for example, turning the pages of a book, swiping to turn the page of a digital book and clicking hyperlinks on a multimodal text * identifying similarities and differences between written texts and digital texts |
| understand and explore the basic layout and conventions of simple texts  VC2EALBLR06 | * answering simple questions about the features of a text, for example when asked ‘What is the name of this text?’ and ‘Where is there a list in this text?’ * following step-by-step instructions to find information in a text, for example when asked ‘Open to the contents page. Now find the entry that says “Ocean”. Which page should we turn to?’ * recognising that some texts have features such as contents pages, headings and images, which help readers to navigate them and make meaning |
| sequence words to make simple sentences  VC2EALBLR07 | * putting words jumbled in a sentence from a familiar text into the correct order * completing a cloze activity using the correct definite and indefinite articles, for example for ‘I saw \_\_\_ [a] star in \_\_\_ [the] sky.’ and ‘I saw \_\_\_ [the] moon last night.’ * creating their own sentence(s), based on a given image |
| use simple present and past tense verb forms to talk about ongoing, current and past actions  VC2EALBLR08 | * locating action verbs in a text, with teacher support; for example, using a highlighter pen to indicate action verbs in a short passage * matching the appropriate tense of action verbs to images provided either on a piece of paper or digitally * filling in the blanks of a column chart that has column headings ‘past’, ‘present’ and ‘future’, with some given words prefilled |
| use some high-frequency adjective–noun and verb–adverb combinations  VC2EALBLR09 | * describing illustrations using short noun phrases and verb phrases; for example, saying ‘big ball’, ‘run fast’ and ‘walk slowly’ * describing an object in their classroom to a peer; for example, saying ‘blue chair’ * completing a cloze activity where the noun is provided and students add an adjective or where the verb is provided and students fill in the adverb; pictures may be provided alongside written text for further support |
| recognise some common words or phrases  VC2EALBLR10 | * recognising and reading personally significant words, for example when seeing their own name on charts, book labels or name tags * identifying common sight words and phrases from familiar charts, labels and books * recognising common sight words during shared reading by tracking and reading aloud with others |
| recognise the letters and sounds of the alphabet and their basic relationships  VC2EALBLR11 | * locating specific letters, both lower-case and upper-case, in a short text or on a keyboard when prompted * applying learnt phoneme–grapheme relationships to decode vowel–consonant (VC) and consonant–vowel–consonant (CVC) words * attempting to pronounce unfamiliar words by using the most common sound for each letter and sounds for familiar letter groups, following instructions from the teacher, for example when asked ‘What does the first letter sound like?’ * recognising their own name, short words used regularly and consonant–vowel–consonant (CVC) words such as ‘bag’, ‘top’ and ‘get’ * identifying common letters or letter patterns in words in letter charts, familiar books or other texts, including decodable texts * recognising that different ways of forming letters and different fonts do not change word meaning |
| recognise spaces, capital letters and full stops when reading  VC2EALBLR12 | * recognising capital letters at the start of a sentence or a name during a shared reading experience * recognising that spaces are used to separate words in a text * using spaces to count words in a sentence or on a line * recognising that capital letters and full stops can represent boundaries of a sentence, and using this knowledge to count sentences * pausing at full stops when reading aloud |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| distinguish English from home language texts  VC2EALBLR13 | * recognising and pointing to English words in a bilingual or multilingual text * indicating which books are in English and which are in their home language(s) from a small collection by sorting them into groups * holding an English language book with the correct orientation and turning to the correct page when given a page number * tracking words with a finger while listening to a simple text read aloud * understanding terms such as ‘book’, ‘author’, ‘picture’ and ‘word’ |
| select suitable texts for their own reading, with teacher and peer support  VC2EALBLR14 | * exploring a new book before reading, by looking at the cover, images, amount of print and familiar elements * engaging with picture books selected by the teacher, and some self-selected books * seeking books in their home language(s), bilingual texts and texts related to familiar topics to share with family members |
| draw on home language resources to enhance learning when reading and viewing  VC2EALBLR15 | * asking for help with meaning from a bilingual teacher or home language peers * recording unfamiliar words and their meanings in a home language in a personal vocabulary list |
| participate in shared reading activities, with teacher support  VC2EALBLR16 | * understanding the key features of and distinguishing between fiction and non-fiction texts * identifying familiar settings, characters or events in stories * answering simple questions about personal experience related to stories, for example when asked ‘Have you ever …?’ and ‘Do you like … too?’ * matching words that describe emotions with images in a book such as ‘happy’ and ‘sad’ * expressing a simple personal opinion about a text, for example ‘I like it.’ or ‘It’s interesting.’ * indicating like or dislike of a character, or pointing out a favourite image or page * listening to a teacher or peer read a text aloud, chorusing reading and imitating pronunciation, intonation, emphasis and key repeated phrases * reading aloud in turns and self-correcting pronunciation if a listener does not understand the word being read aloud |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| copy words, phrases or sentences accurately and carefully  VC2EALBLW01 | * tracing or copying letters, words and sentences written by the teacher * copying words from everyday signs and labels, or practising tracing and writing letters, words or numbers from charts or an alphabet strip * making corrections to their own writing when copying text |
| write some familiar words and complete simple, repetitive modelled sentences in writing  VC2EALBLW02 | * writing familiar or formulaic words and sentences to communicate information, for example ‘My name is …’ * writing common classroom words such as the day and date at the top of a page * writing words and simple sentences that come from a familiar classroom text |
| express imaginative ideas in simple forms of writing  VC2EALBLW03 | * writing words or sentences to describe or explain their own drawings or pictures from a text * telling a short story or recount, to be written down by a teacher, and copying these sentences * labelling drawn pictures in a sequence |
| draw pictures to communicate activities or events and orally dictate sentences for the teacher to record  VC2EALBLW04 | * using drawings as a basis for oral explanations, or captioning using simple writing * drawing pictures of the participants, location and actions of an event * dictating a story for the teacher to write down, based on drawings or prompts * recounting personal experiences orally in sequence, with a small amount of detail, for the teacher to write down |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write very short, simple texts  VC2EALBLW05 | * writing a small number of related phrases or sentences together, for example when describing a picture or writing about ‘Mum and Dad’ or ‘In our house …’ * using picture prompts to describe what is happening in an image before utilising teacher support to help them scribe * copying a teacher-written sentence and adding their own simple ideas; for example, the teacher writes ‘I like chocolate.’ and the student(s) copy ‘I like chocolate and lollies.’ |
| sequence a small number of ideas  VC2EALBLW06 | * writing or dictating simple statements in time sequence, for example ‘Get my bag.’ and ‘Eat lunch.’ * writing numbers to show the sequence of pictures or simple sentences * constructing basic compound sentences using common coordinating conjunctions (such as ‘and’ and ‘but’), for example ‘I went beach and go swimming.’ and ‘Want to play outside but it rain.’ * writing a short recount that includes a small number of phrases or simple sentences that describe a sequence of events, modelled on familiar texts, for example ‘I went zoo and saw monkeys. Then lunch.’ |
| use basic verbs  VC2EALBLW07 | * using some basic action verbs (such as ‘sit’, ‘eat’ and ‘play’), sensing verbs (such as ‘want’ and ‘like’) and relating verbs (such as ‘is’ and ‘was’) * expressing negatives in the most basic forms, for example ‘I do not like.’ |
| use basic descriptive words  VC2EALBLW08 | * writing simple adjectives and adverbs as single words or part of short phrases, for example ‘tall tree’ and ‘run fast’ * using simple adjectives and adverbs to express personal opinions or responses, for example ‘nice’ and ‘little bit’ |
| use high-frequency words accurately, although sometimes repetitively  VC2EALBLW09 | * using repetitive sentence beginnings; for example, using a list of repetitive sentence stems provided by the teacher when writing * using some evaluative vocabulary, for example ‘good’, ‘nice’ and in ‘I like.’ * referring to classroom charts and a personal vocabulary list to select vocabulary for writing * using learnt topic-specific vocabulary in simple modelled sentences |
| spell a number of high-frequency words accurately  VC2EALBLW10 | * spelling some high-frequency words accurately from memory, including their own name and short words used regularly such as ‘it’, ‘my’ and ‘we’ * representing words by their initial letter; for example, writing ‘b’ for ‘book’ * using known phoneme–grapheme relationships to make plausible attempts to spell words |
| copy basic punctuation as part of writing  VC2EALBLW11 | * writing upper-case and lower-case letters and full stops accurately when copying text * beginning to copy more complex punctuation accurately; for example, copying commas, question marks and exclamation marks |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand the difference between writing and drawing, and that writing changes according to context and purpose  VC2EALBLW12 | * pointing to pictures and words when prompted * understanding that English writing consists of words (formed by letters) and sentences (made up of words) * identifying basic letters, numbers, symbols and punctuation marks in a text or on a keyboard * writing legibly and consistently in different contexts and using different writing implements * writing from left to right and top to bottom using ruled lines to guide writing on a page * copying parts of a text and filling gaps with personal details or topic information and rewriting their own text into a new format such as by adding headings and images |
| rewrite following explicit correction  VC2EALBLW13 | * copying out a corrected version of their own text, for example with corrected spelling or capital letters * attempting to self-correct by copying spelling or sentences from classroom texts * miming actions or showing a picture to explain the meaning of a word sought in English |
| draw on home language resources to enhance learning when writing  VC2EALBLW14 | * asking home language peers to explain the meaning of a home language word when asked by the teacher, for example by pointing, drawing or using known language |
| participate in shared writing activities  VC2EALBLW15 | * writing phrases and short sentences learnt from repetition, chorusing or a familiar classroom text * drawing on familiar vocabulary and sentence structures to suggest expressions for shared writing * asking home language peers to explain an idea in a home language and asking for a translation in English |

## Level B1

### Level description

The Level B1 curriculum supports students who have had some exposure to English, and to age-equivalent schooling in their home language(s) and literacy, to develop both verbal and paralinguistic (non-verbal) communication skills. Through structured immersion in English and the use of plurilingual and cultural strategies, students learn to follow simple instructions, answer predictable questions, make basic requests and express needs simply. Through active participation in conversations, students learn about the ways that English changes according to context and audience.

Students explore a wide range of familiar print and digital texts, including visual, multimodal and interactive texts. With support, they read short, familiar texts based on simple language structures and features, common vocabulary and familiar contexts. They actively participate in modelled, shared and teacher-supported independent reading and writing activities. They use simple home language–English bilingual dictionaries to check meaning or spelling. They also develop knowledge about context, phoneme–grapheme correspondences, spoken and sight vocabulary, conventions of text organisation and English grammar that assists them to read and write by engaging with peers and working closely with teachers to build confidence.

Students create and present simple texts for a variety of basic purposes. With support, they learn to communicate familiar ideas and experiences. Students engage with different texts, studying basic structures and features of these texts so that they can incorporate these into their own writing.

### Achievement standard

By the end of Level B1, students demonstrate the following skills in English as an Additional Language.

#### Listening and Speaking

Students communicate verbally and non-verbally in routine and familiar social and classroom situations, supported by cues in the immediate context. They use formulas, well-rehearsed and common sentence patterns, and short, simple utterances to contribute relatively complex ideas, usually about concrete subject matter.

Students follow simple instructions, answer predictable questions, make basic requests and express their needs using simple sentences. They understand that English changes according to context and audience, and they modify their use of English in response to a range of familiar classroom and social purposes. They use appropriate social formulas and non-verbal language. Their utterances are characterised by varying grammatical accuracy. They use common adjectives and adverbs to describe or add emphasis. They use basic communication strategies, asking for repetition and questioning to clarify and confirm understanding. They restate their ideas and repeat or re-pronounce key words when necessary.

#### Reading and Viewing

Students read short, familiar print and digital texts, including visual, multimodal and interactive texts, that use simple language structures and features, common vocabulary and familiar contexts. They retell simple stories, predict likely outcomes, sequence ideas and complete basic comprehension activities.

Students understand the basic purposes of texts and choose texts appropriate for their purpose. With support, they read and gather basic information from simple, accessible texts. When reading, students combine their basic knowledge of English phoneme–grapheme correspondences, their developing spoken and sight vocabulary, their knowledge of the conventions of text organisation and their knowledge of English grammar. They use appropriate intonation and phrasing when reading aloud, showing an understanding of a text’s meaning and the function of basic punctuation. They demonstrate understanding of a narrow range of text organisational features including headings, labels, diagrams and contents pages.

#### Writing

Students write and present simple texts for a variety of basic classroom and personal purposes. With support, they communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports. They use some of the basic structures and features common to these text types, demonstrating a growing awareness that purpose influences the way texts are written and presented.

Students’ written texts incorporate the basic grammatical features of their spoken English. They spell some common and familiar words accurately and make plausible attempts to spell unfamiliar words using known English phoneme–grapheme correspondences. They use simple strategies for spelling words, such as checking vocabulary lists or books. With support, they plan and edit their texts, providing additional information through visual images. They use a range of digital tools to write and present their texts.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| listen actively, attending to tone, intonation and body language  VC2EALB1L01 | * demonstrating appropriate body language while listening; for example, using body orientation, eye contact, facial expressions and gestures such as nodding or shaking their head * recognising how tone and intonation distinguish a statement from a question, and use this in their own utterances |
| identify some points of information in short spoken texts, with teacher support  VC2EALB1L02 | * identifying learnt vocabulary and sentence structures in familiar spoken texts * pointing to parts of pictures that are mentioned in a text or conversation * using questions to help identify relevant items of information; for example, Teacher: ‘What colour was it?’ Student: ‘It was blue.’ * responding to simple, familiar instructions or questions, for example to ‘Open the book to this page.’, ‘Write your name.’ and ‘How old are you?’ |
| participate in simple conversations and classroom routines, relying on other speakers to scaffold, interpret, clarify or elaborate  VC2EALB1L03 | * indicating agreement or non-agreement through body language or gestures (e.g. nodding or shaking their head) or using formulaic speech (e.g. ‘I agree.’ and ‘I don’t think so.’) * using some culturally appropriate conventions such as ‘excuse me’, ‘please’ and ‘thank you’ * using learnt formulas to make simple requests and express needs, thoughts and opinions, for example ‘What’s the time?’, ‘Oh, no!’, ‘Can I eat lunch?’ and ‘I want …’ * borrowing key topic words and structures from a question; for example, Teacher: ‘What is your hobby?’ Student: ‘My hobby is …’ * understanding common classroom action verbs such as ‘sit’, and in ‘stand up’ and ‘pack up’ * following simple task instructions by relying on key words or phrases in context, for example when asked ‘Open the window.’, ‘Please bring me your work.’ and ‘Use the coloured pencils.’ * providing short responses to familiar questions, for example when asked ‘How old are you?’ |
| reproduce or role-play short scenarios or exchanges  VC2EALB1L04 | * exchanging and responding to feedback about aspects of speech with group members when rehearsing or performing role-plays, for example for phrasing, fluency, intonation, volume and pace |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| construct short utterances, with contextual support  VC2EALB1L05 | * combining learnt vocabulary to describe objects and ideas, for example ‘very hot’ and ‘beautiful picture’ * using a variety of familiar words in the correct order to make simple utterances |
| use simple conjunctions  VC2EALB1L06 | * using common vocabulary and short formulaic expressions to communicate intention, for example ‘Please shut door.’ and ‘Turn on the light.’ * pointing, miming or gesturing to supplement speech |
| use a range of familiar basic verb forms accurately  VC2EALB1L07 | * matching simple verb tense to time words, for example in ‘Yesterday we went …’, ‘Now we can eat lunch.’ and ‘Tomorrow we will go …’ * maintaining consistent tense when describing events in the past, present and future, for example ‘I walked to his house and we played games.’ * understanding and attempting to use some basic expressions of modality such as ‘want to’, ‘have to’ and ‘should’ * using ‘no’ or ‘not’ with verbs, adjectives and nouns to express negative forms, for example ‘Not play.’, ‘I no sad.’ and ‘Me no …’ |
| use a narrow range of descriptive language words and phrases  VC2EALB1L08 | * using a range of adjectives to express affect (such as ‘frightened’ and ‘surprised’), judgement (such as ‘naughty’ and ‘brave’) and appreciation (such as ‘interesting’) * forming simple noun groups that combine one or 2 adjectives with a noun, for example ‘hot day’ and ‘scary old house’ * formulating short adverbial phrases, for example ‘on my bike’, ‘with his brother’ and ‘every week’ |
| use a variety of key words in a range of familiar and common situations  VC2EALB1L09 | * connecting a small number of words from a common topic or theme, for example ‘bike’, ‘wheel’, ‘tyre’ and ‘handlebars’ * recognising familiar and learnt vocabulary in short spoken texts * using common synonyms (such as ‘hot’ and ‘warm’) and antonyms (such as ‘fast’ and ‘slow’) to communicate a variety of meanings |
| use comprehensible pronunciation for a range of high-frequency words learnt in class  VC2EALB1L10 | * developing comprehensible pronunciation through imitation and rehearsal * using accurate pronunciation for a range of high-frequency words used in classroom instructions, texts and interactions * substituting middle sounds in spoken words to make new words (e.g. changing ‘pin’ to ‘pen’) and substituting final sounds in spoken words (e.g. substituting the ‘t’ in ‘pet’ with ‘g’ to form a new word, ‘peg’) * identifying and repeating rhyming words using blends of phonemes (the smallest units of sound in words), for example for ‘share’ and ‘chair’, ‘mind’ and ‘find’ * identifying and producing phonemes in blends or clusters at the beginning and end of syllables, for example in ‘sh-ip’ and ‘di-sh’ * blending 2 or 3 phonemes together to make syllables, for example in ‘b-oo-k’ and ‘sh-ee-t’ |
| use sentence stress, intonation and other paralinguistic (non-verbal) features to support communication  VC2EALB1L11 | * attending to and using intonation and tone to distinguish between questions, instructions and statements * recognising and imitating features of sounds and intonation in the speech of the teacher and peers, and in video or audio clips * expressing emotions such as happiness and anger through intonation * using appropriate paralinguistic (non-verbal) features to support meaning; for example, making eye contact and using facial expressions, gestures and posture |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify differences between aspects of spoken English and other languages  VC2EALB1L12 | * recognising the sounds and words of English in interactions * asking the teacher or peers about appropriate behaviour in certain situations, for example ‘Should I use eye contact?’ and ‘Is it okay to shake hands?’ * exploring the nature of social interactions with familiar people and in known settings; for example, learning how to greet a peer, a classroom teacher and the principal and comparing it to a home language |
| ask for repetition or clarification to confirm understanding of spoken communication and ask for help  VC2EALB1L13 | * assessing engagement and understanding of a listener, including checking for attentive posture or confused facial expressions, noticing from the listener’s body language that something has not been understood and then repeating words or phrases * self-correcting pronunciation or rephrasing sentences in simple ways when a listener indicates they have not understood * clarifying instructions before acting, by recasting key words (e.g. ‘Open them?’ and ‘These pencils?’) or by indicating the objects * asking for repetition or clarification from a speaker (such as using ‘Please repeat.’ and ‘What means …?’), referring to the speaker’s key words; for example, Teacher: ‘Please get your dictionary.’ Student: ‘What is dictionary?’ * checking understanding of classroom English with other home language speakers |
| draw on a range of home language resources to enhance learning when listening and speaking  VC2EALB1L14 | * asking home language peers to explain an idea in a home language and asking for a translation in English * formulating questions in English and a home language to clarify classroom instructions or new ideas and vocabulary |
| listen and speak appropriately during small-group interactions  VC2EALB1L15 | * displaying appropriate listening behaviours; for example, having attentive posture and using appropriate facial expressions and gestures * taking turns attending to the expressions of other speakers, and incorporating cues such as questions or key words into their own responses * formulating questions in English and a home language to clarify classroom instructions or new ideas and vocabulary |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use key words to understand the main idea in a range of simple short texts based on predictable language structures and vocabulary  VC2EALB1R01 | * identifying the main topic of a short paragraph; for example, saying ‘This is about dogs.’ * identifying the main characters and events in a short narrative when given a prompt, for example when asked ‘In this paragraph, can you find the name of the main character?’ |
| extract some information from simple short texts, with teacher support  VC2EALB1R02 | * following instructions, for example to plant a seed in a pot or draw parts of a story * following instructions related to labelled items or locations, for example when asked ‘Take out your laptop.’ and ‘Place your printed work in the “finished” basket.’ |
| extract some information from a narrow range of images, with teacher support  VC2EALB1R03 | * locating city or country names on a simple map * matching phrases and sentences from a text to images or diagrams that show the same ideas * identifying the topic and structure of a text based on its layout and visual appearance; for example, using headings or illustrations * using organisational features to navigate a text, including multimodal and interactive texts; for example, using titles and headings in a print text or hyperlinks and navigational items in a digital text |
| make simple predictions or inferences about a text  VC2EALB1R04 | * using pictures to predict the events in a narrative, or images, diagrams, graphs and tables to predict the content of an information text * suggesting what might happen next in a narrative with a familiar setting or characters * answering simple questions based on images, for example in response to ‘How is the character feeling?’ |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| compare text types and identify differences between them  VC2EALB1R05 | * comparing and describing a variety of text types such as recount, report, narrative, slide show, webpage and podcast * answering questions about text purpose and organisation, for example when asked ‘Which text tells us how to do something?’ and ‘Which texts use headings?’ * suggesting an audience for a text, for example ‘This book is written for children.’ |
| understand the purpose and basic organisational features of simple text types  VC2EALB1R06 | * using language, layout or topic to distinguish between information and fictional texts * finding information in a text, for example when asked ‘Use the contents list to find the section about lions.’ |
| understand the sequence of key words, phrases or ideas in a familiar text  VC2EALB1R07 | * creating a simple storyboard to show the sequence of ideas from a text * filling in missing items in a sequence of key words, phrases or sections from a text |
| read sentences that use basic subject, verb and object patterns, where content and vocabulary are familiar  VC2EALB1R08 | * ordering words jumbled in a sentence to create a grammatical and logical sentence * answering literal questions about familiar texts; for example, Teacher: ‘What did the dog eat?’ Student: ‘The dog ate the bone.’ |
| identify simple present and past tense verbs  VC2EALB1R09 | * locating verbs in a text and distinguishing between their tenses * matching pairs of simple present and past tense verbs such as ‘go’ and ‘went’ * using familiar irregular verbs such as ‘swim’ and ‘swam’ within their text |
| read some familiar words and phrases  VC2EALB1R10 | * using previous knowledge to read familiar sight words and phrases in unfamiliar texts, for example for words from a high-frequency word list and familiar sentence starters such as ‘Once upon a time …’ and ‘Today is …’ * attempting to read new forms of familiar words, and self-correcting using knowledge of base words and common morphemes (meaningful units within words), for example for ‘walk’, ‘walked’ and ‘walks’ * using initial letters and common letter patterns to decode unfamiliar words; for example, identifying rhyming words * recognising some common prefixes and suffixes such as ‘un-’ and ‘-er’ and how they change the meaning of words * recognising familiar words and collocations such as ‘big bad wolf’ in different contexts |
| identify common syllables and patterns within words  VC2EALB1R11 | * naming letters and giving their sounds when spelling or sounding out unfamiliar words * recognising sounds that can be produced by different letters such as the ‘s’ sound in ‘sat’ and ‘cent’, and using this knowledge to decode words when reading * understanding that a syllable must contain a vowel sound * recognising beginning, middle and final sounds in words * recognising one- and 2-syllable words that are part of spoken vocabulary, using knowledge of short vowels, common long vowels, consonant blends and digraphs * reading aloud words that are familiar or contain familiar letter patterns with some accuracy and confidence |
| understand the function of spaces, capital letters and full stops  VC2EALB1R12 | * pausing at a full stop when reading * recognising when words require capital letters, for example for names and at the beginning of sentences * explaining why a word starts with a capital letter; for example, saying it is a name or it is the first word in a sentence |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise key differences between texts in English and in other languages  VC2EALB1R13 | * suggesting ways of beginning or ending a story in different languages, for example ‘Instead of “Once upon a time”, in my language we say …’ * engaging with texts about ideas and events from different places, times and cultures * identifying differences in cultural features of texts in English and in a home language |
| select suitable books to read, with teacher support  VC2EALB1R14 | * choosing a variety of texts with different settings and themes * skimming part of a book before selecting, to check for familiar English content, images, size and amount of print, and layout * comparing books with those previously read to predict the suitability of topic, language, length and structure * re-reading familiar texts to increase accuracy and fluency, and to enhance understanding * reading texts in English and/or a home language to caregivers or siblings |
| draw on a range of home language resources to enhance learning when reading and viewing  VC2EALB1R15 | * writing notes in a home language about meaning and pronunciation when encountering unfamiliar words in texts * using a bilingual dictionary to find translations of unfamiliar words, and noting these in a home language and English * asking home language peers to explain an idea in a home language and asking for a translation in English * asking home language peers or the teacher for the English translation and spelling of a home language word |
| participate in teacher-led shared reading activities, relating aspects of imaginative texts to their own experience  VC2EALB1R16 | * naming and describing characters from a text * giving a simple personal response to a text, for example ‘I enjoyed it.’ or ‘I learnt about …’ * describing the feelings of a character in simple terms, based on print text and accompanying images * recounting a similar experience to that of a character (e.g. ‘That happened to me once, when …’) and describing similarities and differences between a text and their own experience (e.g. identifying events that are familiar or new) * joining group discussions by listening to other students and giving brief, relevant responses to questions * self-correcting pronunciation, or repeating a sentence with corrected pronunciation and improved fluency, when reading aloud |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write ‘real world’ personal texts, with teacher support  VC2EALB1W01 | * making a list of items to take on an excursion, using the names of familiar objects * writing a letter introducing themselves, using some formulaic expressions such as ‘Dear …’ and ‘I live in …’ * writing a simple story to share with the class, based on listening to a story told at home |
| write simple information texts for a variety of classroom purposes, with teacher support  VC2EALB1W02 | * writing simple information texts to give information or instructions, or to keep records (e.g. keeping a digital class journal) * making a list of class expectations and routines * using examples of digital ‘listicles’ as models to create their own versions |
| write simple imaginative texts modelled on familiar forms and repetitive patterns, with teacher support  VC2EALB1W03 | * following the structure of modelled texts; for example, writing in first person, as a sequence of events or a reflection in a diary * writing imaginative texts adapted from or in response to classroom texts; for example, writing a story with an alternative setting or ending * using digital tools to produce simple imaginative texts |
| use images to support simple narrative or recount sentences, with teacher support  VC2EALB1W04 | * creating illustrations or diagrams to accompany sentences in a narrative or recount * labelling simple diagrams or pictures using familiar words * writing simple phrases as captions or explanations for drawings * using digital storyboarding to create a simple story map to show the events and characters in a narrative |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| organise some subject matter and attempt to write paragraphs and topic sentences, using modelled forms and repetitive patterns  VC2EALB1W05 | * using templates or graphic organisers or following model texts for organisational structure; for example, including an introduction, body paragraphs and conclusion * grouping sentences about the same topic into simple paragraphs, for example ‘Frogs are green. Frogs have big eyes. They eat insects.’ * using key words to write a simple topic sentence at the beginning of most paragraphs * copying topic sentences or parts of sentences to support idea generation and to structure writing * separating ideas in texts by leaving a line or writing a heading * using tools to format a digital text; for example, making headings using a larger font, formatting text and placing images near relevant text |
| sequence ideas using short sentences or statements  VC2EALB1W06 | * writing a series of short statements in time sequence, for example ‘I eat breakfast. I go to school. I read a book.’ * using formulaic time markers such as ‘On Monday …’, ‘First …’, ‘After that …’ and ‘Last …’ * using formulaic sentence beginnings throughout a text (e.g. ‘On the weekend, I … And then I … Then I …’) and using simple pronoun references to avoid repeating the subject in consecutive sentences (e.g. ‘Emma came to school early. She felt very tired.’ and ‘Yesterday the class went … We went …’) * constructing basic compound sentences with a narrow range of coordinating conjunctions such as ‘and’, ‘but’ and ‘so’, for example ‘I caught a bus and then walked.’ * constructing basic complex sentences using some common subordinating conjunctions such as ‘because’, ‘when’ and ‘after’, for example ‘After we finished dinner, Mum wanted to play a game.’ |
| use common verb forms correctly  VC2EALB1W07 | * using common simple past tense forms with the suffix ‘-ed’ consistently, although overgeneralising rules for some less common irregular past tense verbs (e.g. writing ‘catched’, ‘freezed’ and ‘waked’) * using common irregular past tense verbs such as ‘went’, ‘said’ and ‘bought’ * expressing simple negative constructions accurately, for example ‘I do not like …’ |
| use a narrow range of simple descriptive phrases  VC2EALB1W08 | * building simple noun phrases using adjectives, for example ‘the blue car’ * using a narrow range of adverbs and phrases to add circumstance, for example ‘The car goes fast.’ and ‘I sat on a chair.’ * using simple comparative adjectives in basic sentences with varying accuracy, for example ‘My brother bigger than me.’ |
| incorporate learnt vocabulary into writing  VC2EALB1W09 | * matching words to definitions or labelling diagrams * referring to classroom charts and a personal vocabulary list for key vocabulary * repeating words for emphasis or impact, for example ‘many, many people’ |
| spell common words encountered in class accurately  VC2EALB1W10 | * spelling high-frequency words such as ‘the’, ‘and’, ‘is’ and ‘it’ using knowledge of phoneme–grapheme correspondence * using sound or visual features to spell unfamiliar words such as ‘every’ * referring to classroom charts and a personal vocabulary list to check or confirm spelling * breaking unfamiliar words into morphemes (meaningful units within words) or syllables using a picture dictionary or bilingual dictionary to search for a word in English * recording words of interest in a personal dictionary or vocabulary list |
| use basic punctuation, such as spaces, full stops and capital letters, appropriately  VC2EALB1W11 | * consistently using capital letters to begin sentences and names * consistently using a full stop to end a sentence * correcting capital letters and full stops when reviewing their own or others’ writing |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write using language that largely reflects features of spoken language  VC2EALB1W12 | * using learnt text structures or model texts to begin writing independently * creating simple responses to texts; for example, replying to a letter or stating a personal opinion about an issue in a video clip * using a variety of media for writing; for example, writing or drawing on paper or on a whiteboard, or typing on a computer or other digital device * using spoken language structures based on familiar contexts and interactions; for example, using simple sentences about personal topics and long compound sentences listing a series of events * following simple spoken text structures such as events in chronological sequence |
| rewrite after correction, discussion or prompting  VC2EALB1W13 | * asking home language peers to explain an idea in a home language and asking for a translation in English * recording a word in a home language and English in a personal dictionary or vocabulary chart, following feedback to delete or add words to clarify * referring to written resources such as bilingual dictionaries, charts and a personal vocabulary list * correcting spelling with reference to vocabulary lists or bilingual dictionaries * building on feedback from previous writing tasks to improve accuracy and extend sophistication in writing |
| draw on a range of home language resources to enhance learning when writing  VC2EALB1W14 | * recording a vocabulary list that includes English, a home language and other details such as an image or phonetic pronunciation * translating word-for-word from a home language to English before adapting the translation into English sentence structure * asking home language peers to explain an idea in a home language and asking for a translation in English * writing in a home language script or transliterating the sound of a home language word in English letters when an English word is unfamiliar * asking home language peers or the teacher for the English translation and spelling of a home language word |
| contribute ideas to shared writing activities  VC2EALB1W15 | * making suggestions about the ideas to include in a text, for example about people and events * suggesting new ideas that relate to a topic or section being discussed * suggesting vocabulary to use in shared writing, based on vocabulary lists, learnt vocabulary and their own reading * explaining ideas to or discussing ideas with home language peers using a home language or English before beginning writing |

## Level B2

### Level description

The Level B2 curriculum supports students who have already had 1 to 2 years of age-appropriate formal instruction in the basics of English language and literacy, and some exposure to home language literacy learning, to develop their knowledge, understanding and skills in relation to their spoken English. Through structured immersion in English and the use of plurilingual and cultural strategies, students learn to negotiate simple exchanges in English, combining their understanding of both verbal language and paralinguistic communication. They refine and further develop a wide range of fundamental communication skills in increasingly complex and de-contextualised situations and settings. They continue to learn about ways to improve consistency and fluency when speaking in English.

Students explore a wide range of familiar and unfamiliar print and digital texts, including visual, multimodal and interactive texts. They learn to apply their developing vocabulary and their knowledge of sentence structure and English phoneme–grapheme correspondences to predict and self-correct as they read. They use home language–English bilingual dictionaries to find specific key words. Students begin to read more widely, assessing text difficulty and selecting new texts to read with increasing independence. They participate in modelled, shared and independent reading activities, working closely with their teachers and peers who support reading aloud, encourage self-correction and model reading strategies.

Students write for a broad range of purposes on familiar topics. Students’ written texts may include a narrow range of language features, including simple and compound sentences, some unfamiliar vocabulary and some high-frequency words. They learn to plan, draft, revise and edit their writing so that they can create texts that are more detailed and sequential. Students participate in shared and independent writing activities with teacher and peer support.

### Achievement standard

By the end of Level B2, students demonstrate the following skills in English as an Additional Language.

#### Listening and Speaking

Students communicate in English in predictable social and learning situations. They understand some de-contextualised English and express simple messages in basic English. They negotiate simple transactions and ask and answer simple questions on familiar topics, using familiar response structures.

Students identify and describe people, places and things using simple vocabulary. They describe a series of events or actions using some detail. They initiate and manage interactions appropriately in a range of familiar contexts. They understand instructions, recounts and explanations when contextually supported. They use simple English with varying degrees of grammatical accuracy. They combine known formulaic responses, learnt grammatical features and new vocabulary to construct new utterances. They use basic time and sequence markers, and simple negative forms. They use verb endings with some consistency. They use some of the terminology of new topics in their utterances. They pronounce familiar words comprehensibly. They employ familiar strategies to sustain and enhance communication in English.

#### Reading and Viewing

Students read familiar and unfamiliar print and digital texts, including visual, multimodal and interactive texts, that contain predictable structures and familiar vocabulary.

Students follow simple written instructions and respond to simple written questions. They identify the main purposes of a range of texts and recognise the basic features of common text types. They use their developing vocabulary and their knowledge of sentence structure and English phoneme–grapheme correspondences to predict and self-correct. They modify intonation to distinguish questions, exclamations and dialogue when reading aloud. They follow logical relationships between events and ideas expressed by common cohesive devices. They sequence sentences from known texts or a text on a familiar topic or experience. They use simple strategies to assess text difficulty and to choose new texts to read.

#### Writing

Students write for a range of purposes on familiar topics. They write simple, organised texts that demonstrate the use of specific vocabulary and simple sentence structures. Their writing demonstrates their understanding of the purposes, structures and features of common text types.

Students’ written texts include basic information and simple detail. Students use common conjunctions to link ideas, and use pronoun references with some noun–pronoun agreement. They use simple phrases to express basic comparisons, and use some basic punctuation with consistency. They make plausible attempts to spell unfamiliar words using known English phoneme–grapheme correspondences. They use a range of strategies for spelling words, including checking vocabulary lists and keeping a personal dictionary. They write new sentences using known sentence structures. They draw on their knowledge of the writing process to plan and write simple texts and, with support, redraft them. They use a range of digital tools to write, edit and present their texts.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand the theme or main idea of spoken text, with teacher support  VC2EALB2L01 | * listening to and observing others to understand the nature of familiar social interactions * contributing ideas and information to extend the conversation and make connections to other speakers * asking questions for clarification or elaboration of ideas * giving personal opinions; for example, agreeing or disagreeing with a point |
| identify key points of information in short spoken texts  VC2EALB2L02 | * recognising key topic words from classroom activities and in spoken texts * recalling the sequence of ideas in a spoken text * answering questions on a familiar topic using a familiar structure |
| initiate and maintain short, structured social and classroom language interactions in most familiar contexts, using conversation partners to support understanding  VC2EALB2L03 | * understanding simple questions on familiar topics or themes and responding appropriately using support from conversation partners, for example by using gestures, modified speech and allowing a pause before responding * understanding and using common classroom action verbs such as ‘sit’, ‘collect’, ‘open’ and ‘stop’ * following a short sequence of classroom task–related instructions with clear steps and modelling of the task * adapting common classroom and playground language to a narrow range of relevant situations, for example ‘Wait a minute.’, ‘Be quiet, please.’ and ‘My turn.’ |
| role-play and retell a simple story, such as a recount, legend or fairytale, or ‘show and tell’  VC2EALB2L04 | * learning the content and sequence of a story through storytelling, reading or viewing in a home language or English, and retelling in English * using conventions of story texts such as ‘Once upon a time …’ * controlling pronunciation, intonation and emphasis to contribute to engaging storytelling |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise and use the basic features of a spoken text  VC2EALB2L05 | * modifying speech for different audiences; for example, greeting a teacher differently than a friend, or asking to borrow a book from the library, the teacher or a friend * understanding and producing short texts for different purposes, for example for simple recounts, descriptions and instructions * identifying basic text structures such as introduction, body and conclusion |
| use specific time and sequence markers in speech  VC2EALB2L06 | * using time markers such as ‘yesterday’, ‘last week’ and ‘on the weekend’ to indicate specific moments in the past, present and future * understanding and using simple sequence markers such as ‘first’, ‘next’ and ‘and then’ |
| use a range of verb forms with increasing accuracy  VC2EALB2L07 | * maintaining consistency of verb tenses such as ‘-ing’ and ‘-ed’ in extended speech or conversation * using forms of ‘to be’ or ‘to have’ as auxiliaries in common verb phrases, for example ‘It was broken.’, ‘I am eating.’ and ‘They have finished.’ * using auxiliary verbs to express negative forms, for example in ‘I don’t go.’ and ‘I couldn’t see.’ * understanding simple modal verb forms such as ‘could’, ‘might’, ‘will’, ‘must’ and ‘perhaps’ when listening to others * beginning to use modality through verbs (e.g. in ‘It might rain.’ and ‘You can do it.’) and adverbs (e.g. in ‘Perhaps I will go.’ and ‘This is really tasty.’) |
| use simple descriptive phrases  VC2EALB2L08 | * building simple noun phrases to describe specific people, places and things, for example in ‘I have a very old red BMX bike.’ * using a range of adverbial phrases to express circumstances of place (e.g. ‘over there’), location (e.g. ‘in the room’) and time (e.g. ‘last week’) * using a range of regular comparative adjectives (such as ‘bigger’, ‘older’ and ‘healthier’), some irregular comparatives (such as ‘better’ and ‘more’) and comparatives with words of 3 or more syllables (such as ‘more expensive’ and ‘more beautiful’), with occasional errors * forming some negative comparisons using a range of forms with developing accuracy, for example ‘not as big as’, ‘less expensive than’ and ‘less healthy than’ |
| use a narrow range of descriptive vocabulary  VC2EALB2L09 | * using descriptive vocabulary to communicate detail about specific people, places and things, including colour, size, place, location and time, for example ‘the big red book’ and ‘a park near my house’ |
| use clear pronunciation for common words and learnt key topic words  VC2EALB2L10 | * attending to pronunciation and making adjustments based on the reaction of listeners or direct feedback * using accurate pronunciation for common words and learnt words used in interpersonal interactions, classroom situations and content learning * blending and segmenting words into phonemes (the smallest units of sounds in words), for example ‘b-r-o-th-er’ and ‘c-l-ou-d-y’ * deleting and substituting phonemes to form new words (e.g. deleting the initial ‘scr’ in ‘scratch’ and substituting new initial sounds to form words such as ‘catch’, ‘batch’ and ‘hatch’) and substituting a middle sound to form a new word (e.g. changing ‘stack’ to ‘stick’) |
| use a range of sentence stress, intonation and paralinguistic (non-verbal) features to support communication  VC2EALB2L11 | * practising rhythm and intonation by repeating words, phrases and sentences * imitating features of the speech of others, including the teacher, peers, and speakers in video or audio clips * modifying their own intonation, volume and stress according to context and purpose; for example, shouting a warning or talking softly in group or play activities * using purposeful paralinguistic (non-verbal) strategies to support meaning and engage listeners; for example, making eye contact and using facial expressions, gestures and posture |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify similarities and differences between spoken English and home language(s)  VC2EALB2L12 | * identifying different aspects of a home language and English, for example in pronunciation and vocabulary * discussing differences between a home language and English with home language peers * generating a range of simple expressions to ask the meaning of a word or phrase, for example ‘What you mean?’, ‘What means “festival”?’ and ‘What “dog”?’ * asking for clarification, for example ‘Is this right?’ * exploring differences in simple conversation openers, turn-taking, leave-taking and social formulas, for example ‘Excuse me …’, ‘Can you please …?’ and ‘Thank you.’ * learning how to adapt social expressions to suit the conversation partner; for example, saying ‘hi’ to a friend and ‘good morning’ to a teacher |
| self-correct and improve aspects of spoken English language use that impede communication  VC2EALB2L13 | * assessing a listener’s understanding based on body language, facial expressions and direct feedback, and attempting to self-correct pronunciation and grammar * using simple formulaic expressions to ask a speaker to repeat or speak slowly, for example ‘Please say that again.’ and ‘Please say it slowly.’ * identifying specific words in a text that may pose pronunciation problems, based on guidance from the teacher, for example when asked ‘Find all the words ending in “s”.’ * asking for support with communication, for example ‘What is the difference between “walk” and “work”?’ * seeking assistance from speech partners to pronounce words or rephrase sentences * rehearsing and repeating memorable new terms such as the names of ingredients in a recipe or rhyming words from a poem, and incorporating new vocabulary from written texts into conversations and presentations |
| draw on a wide range of home language resources when listening and speaking  VC2EALB2L14 | * asking home language peers to explain an idea in a home language and asking for a translation in English * accessing home language or bilingual resources such as dictionaries, online translation tools and information texts, to support understanding of content * recording words and information in a personal vocabulary list in both a home language and English |
| contribute to small-group work and collaborative learning  VC2EALB2L15 | * participating in interactions by listening actively, responding to others and contributing information and ideas * negotiating meaning by using gestures, modified speech, simple questions and clarifications * applying conventions of interaction such as conversational formulas, turn-taking, affirming, suggesting and discussing |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify the main idea in short, simple texts, with some teacher support  VC2EALB2R01 | * identifying key words in questions and finding them in a text using guide questions * identifying key words from headings or topic sentences to extract key information from an information text |
| extract key information from a range of texts, with some teacher support  VC2EALB2R02 | * following simple print or digital instructions such as ‘Fill the …’, ‘Measure the …’ and ‘Record the …’ * answering simple print or digital questions such as ‘How many …?’ |
| extract key information from different types of images in text, with some teacher support  VC2EALB2R03 | * locating a cell on a table, using row and column headings * using diagrams, graphs or pictures to help interpret meaning in a written text * sequencing written descriptions to match a series of diagrams |
| make and substantiate predictions and inferences when reading or viewing a text, with teacher support  VC2EALB2R04 | * making connections between a text and their own experience or other texts * matching images or names of emotions to characters and events in a text * using knowledge of sentence structure to predict words or self-correct |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify informative, imaginative and persuasive texts when reading texts or listening to texts read aloud  VC2EALB2R05 | * distinguishing between fiction and non-fiction books by looking at the covers, titles and images * identifying, sequencing and labelling structural elements of a text such as sections, headings and images * matching labels to parts of a text, for example for ‘introduction’, ‘topic sentence’ and ‘example’ * identifying characteristics of the language of a text, for example in use of personal or technical language * sorting and sequencing 2 texts jumbled together, for example for a story about the big bad wolf and an information report about wolves |
| understand the purpose and organisational features of common text types  VC2EALB2R06 | * matching sections of a text with labels for their name and purpose * making predictions about the subject matter of a text based on features such as illustrations, headings and layout * navigating a digital text by using a series of hyperlinks to locate specific information * making simple comparisons between text types; for example, comparing the visual layout of an information report and the visual layout of a news story |
| understand the relationships between events or ideas in a text  VC2EALB2R07 | * sorting sentences into sets related to the same topic, and writing a heading for each set * arranging parts of a sentence that use cohesive devices such as ‘after that’ and ‘because’ * understanding the items that pronouns refer to, for example in ‘The dogs … They …’ |
| read texts that contain compound and complex sentences  VC2EALB2R08 | * reading a narrow range of information and fictional texts that include compound and complex sentences * understanding common coordinating conjunctions (such as ‘and’, ‘but’ and ‘so’) and subordinating conjunctions (such as ‘because’, ‘if’ and ‘before’) |
| use knowledge of simple tense and negation to interpret the meaning of written text  VC2EALB2R09 | * identifying the base word and interpreting the effect of tense and negation, for example in ‘did not eat’ * matching sets of words and phrases to show their relationship, for example for the set ‘go’, ‘went’ and ‘did not go’ |
| read some common words or familiar phrases  VC2EALB2R10 | * using previous knowledge to read familiar words or phrases in new texts, for example for ‘next to the’ and ‘she said’ |
| apply knowledge of phoneme–grapheme correspondences to read unfamiliar words, with some teacher support  VC2EALB2R11 | * using knowledge of phoneme–grapheme correspondences and familiar phonemes (the smallest units of sound in words) to make predictions about unfamiliar words * breaking words into syllables and phonemes to read unfamiliar words * applying knowledge of less common sounds and words with similar letter patterns to alter pronunciation when reading aloud * reading words with digraphs where one letter is not pronounced (such as ‘knife’ and ‘thumb’) and using them in writing * reading words with vowel digraphs such as ‘ee’, ‘oo’, ‘ai’, ‘ay’ and ‘ea’ * using context to read the correct word when an unfamiliar word has more than one plausible pronunciation |
| understand simple punctuation when reading  VC2EALB2R12 | * using sentence punctuation to identify the nature of a sentence; for example, identifying whether a sentence is a statement or a question * using punctuation to identify parts of a sentence; for example, pausing appropriately at full stops and commas * using appropriate pauses and emphasis when reading direct speech or dialogue aloud * recognising a question in a text and adjusting intonation appropriately when reading aloud |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| compare texts and aspects of texts across languages and cultures to identify similarities and differences  VC2EALB2R13 | * engaging with a variety of texts that reflect a range of cultures and contexts * selecting texts with a variety of settings and characters, including those related to personal experience and those that are unfamiliar * comparing ideas in texts to personal experience, for example ‘My family also cooks like this.’ * expressing personal opinion about cultural ideas in texts, for example ‘I would like to try this one day.’ |
| select and read a range of unfamiliar texts, with some teacher support  VC2EALB2R14 | * selecting a narrow range of books to read, for example with a variety of genres, topics, settings or perspectives * comparing the content, images, amount of print and difficulty of language of different books before selecting one to read * reading an unfamiliar text with occasional prompts and corrections from the teacher * reading word-by-word and clarifying, if the meaning breaks down, by pausing, re-reading and/or reading further * seeking assistance from peers to pronounce unfamiliar words * using a simple English dictionary or classroom vocabulary list to find words, and/or checking a bilingual dictionary for meanings |
| draw on a wide range of home language resources when reading and viewing  VC2EALB2R15 | * asking home language peers to explain an idea in a home language and asking for a translation in English * referring to vocabulary lists or charts to find specific vocabulary related to a topic * using digital resources such as digital translators or online discussions to support reading * using a bilingual dictionary to find an English equivalent of a word known in a home language * checking meaning in both a home language and English before using the word in speech or writing * recording words and information in a personal vocabulary list in both a home language and English |
| contribute to shared reading activities, including personal responses to an imaginative text or elements of a text  VC2EALB2R16 | * expressing a personal point of view about a character’s actions, such as indicating agreement or disagreement with a character’s actions, and giving a reason * comparing their own experiences to those represented in texts, and/or making simple connections between an element of the text and personal experience; for example, suggesting their own feelings and actions in a similar situation * making connections to different experiences or recounting related personal experiences, for example ‘When I …’ * explaining text-related knowledge that has been learnt previously, in a different setting * listening to group discussion, contributing relevant ideas and negotiating responses to a group activity * creating shared responses to a text; for example, answering questions or jointly writing a short extension to a story |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write simple personal texts that present a point of view  VC2EALB2W01 | * following a template or model text and filling in details to write personal texts such as letters of invitation, thanks to visitors, blogs and emails * writing simple texts related to personal experiences or shared classroom activities * writing a statement of opinion with a simple structure, including the opinion and reasons * writing to express likes or dislikes related to a class topic, or agreement or disagreement with an issue discussed in class |
| write simple information texts based on model texts provided or studied in class  VC2EALB2W02 | * writing a narrow range of information texts, such as reports, procedures, captions for images and explanations, using example texts to guide construction * including some features of text types; for example, using an introduction, list of requirements, or steps beginning with a verb in a procedure * writing information texts by hand or using digital tools, using the structure and language features of a model text as a reference * adding captions for images when composing information texts, using examples from model texts as a reference |
| write imaginative texts based on model texts provided or studied in class  VC2EALB2W03 | * using language features of model texts, such as the rhyme and metre of poems, to compose their own creative texts * following conventions of texts based on classroom models, for example for character names and stage directions in a script * incorporating personal experience, ideas adapted from other texts or imaginative details into creative texts |
| add visual information to written texts  VC2EALB2W04 | * illustrating a narrative to reflect descriptions in a written text * adding a copied diagram to a digital information report, with features and key words that are used in the written text * locating diagrams or tables close to relevant information in print and digital texts * using text layout tools in a computer app when creating digital texts; for example, aligning or resizing images * creating a storyboard with images in sequence and text written underneath them |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use headings and paragraphs appropriate to the task  VC2EALB2W05 | * using headings and subheadings to group information in a report; for example, including ‘Description’, ‘Habitat’ and ‘Diet’ in a report on an animal * separating sections in texts by starting a new idea on a new line, or a new section on a new page * grouping sentences about the same topic into a paragraph * organising sentences using a simple sequence, for example by using chronological order of events or strong to weak arguments * using key words to write a simple topic sentence that states the main idea of a paragraph |
| use simple connectives and pronoun references to connect ideas in a sentence  VC2EALB2W06 | * using simple time sequence markers such as ‘first’, ‘next’ and ‘at last’ * using a variety of pronoun references to connect ideas in text, including ‘he’, ‘she’, ‘it’, ‘we’, ‘they’, ‘his’, ‘her’ and ‘their’ * constructing compound sentences with an expanding range of coordinating conjunctions (such as ‘and’, ‘but’ and ‘so’), for example ‘I caught the train and then walked to the beach but I didn’t go swimming.’ * constructing complex sentences using some common subordinating conjunctions (such as ‘because’, ‘if’ and ‘when’), for example ‘When Sam opened the door, her puppy ran to greet her.’ and ‘He can’t drink milk because he is allergic.’ |
| use a range of verb forms correctly  VC2EALB2W07 | * maintaining consistency of verb tenses by using the correct word endings (such as ‘-ing’ and ‘-ed’) in a paragraph or short text * using ‘to be’ as an auxiliary verb in common phrases, for example in simple passive constructions (e.g. ‘It was broken.’) or continuous tenses (e.g. in ‘I am eating.’) * using the auxiliary verb form of ‘to have’ in common phrases, for example in ‘They have finished.’ * expressing a narrow range of complex negatives with some accuracy, for example with appropriate subject–verb agreement (e.g. in ‘He doesn’t like.’) or modality (e.g. in ‘She can’t come.’) |
| use simple extended descriptive phrases  VC2EALB2W08 | * constructing noun phrases using a narrow range of vocabulary including concrete key nouns (such as ‘dog’, ‘book’ and ‘sister’), describers (such as ‘big’, ‘black’ and ‘old’) and classifiers (such as ‘pet’, ‘wild’ and ‘fiction’), for example ‘big, black pet dog’ * using common or familiar comparative constructions, for example ‘the same as’ and ‘bigger than’ |
| use varied and appropriate vocabulary  VC2EALB2W09 | * choosing from a widening range of common topic vocabulary * using a narrow range of synonyms for different contexts to avoid repetition, for example by replacing ‘big’ with ‘huge’ and ‘fun’ with ‘entertaining’ * understanding and selecting when to use subjective language (such as in personal texts) and objective language (such as in information texts) |
| spell frequently used words with common patterns with increased accuracy  VC2EALB2W10 | * spelling high-frequency words and words from shared texts and classroom activities * providing the sounds for less common phoneme–grapheme correspondences (such as ‘ight’) and using them in writing * using generalisations for adding a suffix to a base word to form a plural or past tense; for example, making a word plural when it ends in ‘ss’, ‘sh’, ‘ch’ or ‘z’ by adding ‘es’ * using known words and knowledge of spelling patterns and morphemes (meaningful units within words) to write unfamiliar words such as ‘one’, ‘once’, ‘only’ and ‘lone’ * using context and syntactic knowledge to spell homophones such as ‘break’ and ‘brake’, ‘ate’ and ‘eight’ |
| experiment with complex punctuation  VC2EALB2W11 | * using commas to separate items in a list or to indicate pauses in a sentence * using question marks to indicate questions with increasing accuracy, for example in ‘Can she borrow a pencil?’ * using exclamation marks to emphasise an idea |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write using language that is beginning to reflect the features of written language more than the features of spoken language  VC2EALB2W12 | * drawing on knowledge of text types to identify an appropriate text type to use; for example, choosing a recipe to describe how to cook * planning the structure of a text using notes or plans in a home language and/or English, supported by a planning framework or mind map * developing simple plans to support writing with some structure and complexity at the text, paragraph and sentence levels * creating a narrow range of texts for different purposes, for example in the form of reports, narratives and simple arguments * transforming a text into a new format using a model text; for example, rewriting an interview as a short report * incorporating information and ideas from personal experience, classroom discussion and some familiar classroom texts into their own writing |
| take responsibility for some editing and revising of writing, with teacher support  VC2EALB2W13 | * drafting based on a plan showing text organisation and sequence of ideas * selecting appropriate vocabulary from classroom charts, a personal dictionary and classroom texts * reading aloud to themselves or a peer to check meaning and comprehensibility * adding or deleting ideas, and correcting simple errors in spelling and punctuation, after re-reading or discussion with peers or the teacher * referring to vocabulary lists or charts to find specific words related to a topic * using a variety of editing and formatting functions; for example, inserting or deleting text, images and tables, and font styles |
| draw on a wide range of home language resources when writing  VC2EALB2W14 | * using digital resources such as digital translators and online discussions to support reading * recording vocabulary in a personal list that includes details such as translation in English and a home language, and pronunciation and meaning * using a bilingual dictionary to find an English equivalent of a word known in a home language * checking the meaning of a word in both a home language and English before using it in speech or writing |
| share ideas and feedback on writing with peers  VC2EALB2W15 | * formulating questions in a home language or English to ask peers or the teacher about the meaning of unfamiliar words * asking the teacher or peers to give feedback on a plan before commencing writing * planning a text collaboratively by discussing ideas, structure and language with home language peers before writing * explaining feedback using a home language in peer-editing activities * talking with the teacher or peers to explain and justify the sequencing of ideas in writing |

## Level B3

### Level description

The Level B3 curriculum supports students who have already had 2 to 3 years of age-appropriate formal instruction in the basics of English language and literacy, and some exposure to home language literacy, to enhance their knowledge, understanding and skills in relation to their spoken English. Through structured immersion in English and the use of plurilingual and cultural strategies, students learn to respond to and use English appropriately in a wide range of contexts. Pronunciation, stress and intonation are the focus for extending students’ spoken skills. Students learn strategies to self-correct and adapt language to convey meaning more clearly.

Students explore a wide range of familiar and unfamiliar print and digital texts, including visual, multimodal and interactive texts. They learn to identify the main ideas in texts, and to paraphrase their understanding in spoken English. They develop strategies that help them to read unfamiliar texts, including using bilingual dictionaries to build vocabulary knowledge. Students expand their known repertoire of written text types. They apply their understanding of purpose and audience to shape their writing. They explore how to sequence paragraphs by using conjunctions, and how to create consistent tenses to help clarify expression. They plan, draft, revise and edit their writing to improve spelling, punctuation and sentence structure. They learn strategies such as referring to a bilingual dictionary to confirm accuracy of spelling and word choice. Through a range of shared and independent writing activities, students incorporate feedback into their written texts.

### Achievement standard

By the end of Level B3, students demonstrate the following skills in English as an Additional Language.

#### Listening and Speaking

Students appropriately respond to and use the structures and features of spoken English in a variety of familiar formal and informal contexts. They demonstrate awareness of the register requirements such as tone, formality of language, vocabulary and body language of spoken English that are used when speaking for different purposes. They understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information from spoken texts. They use appropriate sequence markers and consistently use the most common irregular past tenses. They provide detail by using longer noun groups and adverbial phrases when speaking, and use comprehensible pronunciation, stress and intonation. They access English from a variety of spoken and written sources, and extend their spoken skills by incorporating new vocabulary from these sources into their own repertoire. They self-correct some errors, reformulate language to convey meaning more clearly, and add essential details.

#### Reading and Viewing

Students read with increasing independence for a range of purposes, and identify the main ideas and specific information in classroom texts. These texts may be print or digital, including visual, multimodal and interactive texts. Students demonstrate understanding of the main storyline and most key information when retelling, paraphrasing and answering questions, and they compare details in texts. They demonstrate awareness of how information is organised in English texts. They recognise the cohesive devices that connect ideas and the organisation of information in a text. They use appropriate metalanguage to talk about the structure and features of a text. They recognise how relationships are signalled by an increasing range of conjunctions. They integrate a number of strategies to help them read unfamiliar texts. They use English dictionaries to check the meaning of unfamiliar words, and use contents pages, indexes, glossaries and headings to find information.

#### Writing

Students communicate for a range of purposes on a variety of topics, using a repertoire of familiar text types. They write sequenced and ordered information texts, and narrative texts that maintain a cohesive storyline and characterisation. They demonstrate an awareness of how effective writing is tailored to a purpose, the requirements of the topic and the needs of the reader. They gather and present information appropriately in texts. They write texts that demonstrate overall cohesion and coherence.

Students can combine and sequence simple sentences and paragraphs using common conjunctions and pronouns. They generally maintain appropriate tense throughout their texts. They discuss and reflect on their own writing, incorporating feedback when planning, reviewing or presenting their texts. They revise texts during writing, and proofread them after a first draft has been written, improving spelling, punctuation and sentence structure. They present their writing appropriately, in print and digital forms.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand a spoken text, with some teacher support  VC2EALB3L01 | * making links between spoken information, and related written text and visual supports such as a video or presentation materials, to understand connections between ideas * listening to a text and paraphrasing or briefly explaining the topic, using key words to capture the main ideas |
| understand more de-contextualised and complex spoken language information  VC2EALB3L02 | * listening to a speech on a less familiar topic or theme and responding to teacher questions appropriately * listening to a short podcast on a familiar topic and recounting the main ideas |
| initiate and participate in a range of familiar social and learning contexts  VC2EALB3L03 | * interacting with the teacher in situations such as greeting, leave-taking, sharing a story and helping with a simple task * initiating exchanges in social and learning contexts, for example by asking a question or offering a suggestion * participating in social situations with other students, for example by having conversations about personal experience or games in the playground, and by contributing to classroom interactions including class discussions, group activities and pair work * understanding a series of instructions and following them in sequence, for example when asked ‘Open your book to a new page. Rule up the page and write the date. Then copy the heading from the board.’ |
| present a simple prepared talk on a familiar topic  VC2EALB3L04 | * replicating features of a selected situation; for example, using interpersonal language in a negotiation or formal expression in a talk * practising and improving pronunciation, phrasing, fluency, intonation, volume and pace when rehearsing |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify and use features of formal and informal spoken texts  VC2EALB3L05 | * understanding and following the structure of formal spoken texts; for example, introducing, giving a message and concluding * developing a style of speech appropriate to its purpose such as to inform, to persuade or to entertain |
| use appropriate sequence markers  VC2EALB3L06 | * understanding sequence markers in spoken texts, such as ‘first’, ‘second’ and ‘finally’, and using these to order written text or pictures * structuring their own spoken texts using a variety of sequence markers, such as ‘first’, ‘finally’, ‘until’ and ‘when’, for example in recounts, procedures and explanations |
| use complex verb forms with increasing accuracy  VC2EALB3L07 | * applying verb tenses more consistently; for example, using most common irregular past tenses such as in ‘came’, ‘gave’, ‘thought’ and ‘said’ * using correct subject–verb agreement with simple and some complex tenses, for example in ‘I go’, ‘she goes’ and ‘My cousin has come to visit.’ * recognising modal verbs that express probability and possibility, for example for ‘may’, ‘will’, ‘could’ and ‘must’ * understanding modality when listening to others, and responding appropriately, for example in response to ‘You may pack up, but you must stay inside.’ * using modal verbs to express a point of view, for example ‘I will enjoy that.’ and ‘It could fall over.’ * forming multi-word negatives accurately; for example, including auxiliary and modal verbs (such as in ‘He did not need to carry that.’) and expressing a more complex tense (such as in ‘She has not started yet.’) |
| use longer descriptive phrases  VC2EALB3L08 | * forming noun groups that incorporate a variety of elements, for example ‘frightening old haunted house’ and ‘very long, hot week’ * using qualifiers in comparisons, for example in ‘She is a lot taller than her friend.’ and ‘It is not quite as hot as yesterday.’ * forming negative comparisons accurately, for example ‘less healthy than’ and ‘not as expensive as’ * using a variety of adverbial phrases to give detail about place (e.g. ‘under a shady tree’), time (e.g. ‘for a long time’), accompaniment (e.g. ‘with her best friend’) and manner (e.g. ‘in a graceful way’) |
| use a range of vocabulary to convey nuance  VC2EALB3L09 | * distinguishing between key words used in instructions, for example between names of classroom items such as ‘workbook’ and ‘textbook’, and between action verbs such as ‘stir’ and ‘fold’ * using a range of vocabulary to convey shades of meaning in conversations or presentations, for example ‘good’, ‘fine’, ‘terrific’ and ‘excellent’ |
| use accurate pronunciation for all known words and phrases  VC2EALB3L10 | * attending to accurate pronunciation when speaking in classroom situations * recognising unstressed vowels in multisyllabic words such as ‘builder’ and ‘animal’ |
| use vocabulary, intonation, volume, stress and suprasegmental features (pacing cues) and paralinguistic features (non-verbal cues) to convey meaning and enhance communication  VC2EALB3L11 | * using question words rather than intonation to indicate a question, for example ‘Do you …?’, ‘What is …?’ and ‘Can anybody …?’ * modelling intonation, volume, stress and pacing on the speech of others such as the teacher, peers, performers and presenters * attending to the body language, facial expressions and speech of listeners to determine whether meaning has been understood * adjusting features of speech to support and convey meaning; for example, modifying mood in storytelling or giving emphasis when recounting news |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| talk about cultural differences in spoken language use across language and cultures  VC2EALB3L12 | * listening to and observing situations to understand how languages change to suit purpose, audience and topic * formulating appropriate ways of expressing a message to suit the situation; for example, using formal or informal expression, or technical or everyday vocabulary * speaking appropriately for the situation by modifying voice, body language and expression to match those of other speakers * asking about appropriate paralinguistic (non-verbal) behaviours in certain situations, for example ‘Should I give eye contact?’ and ‘Is it okay to shake hands?’ * collaborating with home language peers to clarify new vocabulary and ideas |
| self-evaluate and improve aspects of spoken English language use to enhance communication  VC2EALB3L13 | * attending to the responses of listeners to judge whether clarification is needed, for example by using body language, facial expressions and verbal feedback * clarifying and/or elaborating on meaning, for example ‘I mean …’ * identifying patterns of pronunciation that pose difficulty in their own speech, for example in articulating final consonants or a specific vowel sound and in using inappropriate word stress * rehearsing pronunciation with a partner or recording pronunciation using a digital device for self-assessment, in order to make improvements * noticing errors in pronunciation, vocabulary choice and grammar, and attempting to correct these * seeking assistance or feedback from speech partners to formulate or confirm corrected expressions |
| draw on an extensive range of home language resources when listening and speaking  VC2EALB3L14 | * asking for clarification from other home language speakers * inferring the meaning and translation of unfamiliar words based on context and previous learning in a home language * making their own translations of specific words and phrases * asking home language peers to explain an idea in a home language and asking for a translation in English * referring to a home language or bilingual texts such as glossaries, dictionaries and online translation tools for explanation and clarification of new vocabulary and information * recording words and information in a personal dictionary or notes, using a combination of English and a home language to indicate meaning, pronunciation and usage |
| initiate and manage interaction in collaborative group work  VC2EALB3L15 | * initiating and managing interaction in a range of collaborative group-work situations; for example, during class discussions, small-group brainstorming and pair activities * interacting appropriately for a situation, for example by formulating a structured response in a class discussion or negotiating meaning in a small-group activity * listening and responding to other speakers appropriately; for example, acknowledging, clarifying or building on what they say when participating in brainstorming * contributing information that elaborates or clarifies a topic, or expressing ideas or opinions in response to other speakers |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify and compare the main ideas in a variety of texts  VC2EALB3R01 | * following instructions to find the appropriate page in a book, and identifying the topic and main ideas * finding answers to simple questions such as ‘Where did …?’ and ‘Who was the …?’ * finding and comparing 2 simple websites on the same topic to choose the more appropriate one * retelling a story through speech or writing, including giving characters and settings, and sequencing key events correctly |
| extract detailed information from a variety of texts  VC2EALB3R02 | * skimming and scanning a text to identify the topic, and extracting specific details * identifying the ingredients section in a simple recipe to ascertain the correct amount of each ingredient * assembling familiar equipment in the correct arrangement to conduct a simple science experiment |
| interpret and explain information from a range of images in a text  VC2EALB3R03 | * following menus or hyperlinks to navigate a website, and using digital icons for common functions such as searching, downloading and printing * interpreting data points on a bar graph; for example, identifying the highest and lowest results * answering questions about a labelled diagram |
| discuss texts with some understanding of meaning beyond the literal level, moving towards the inferential level  VC2EALB3R04 | * making connections between the text and their own experience or other texts * suggesting the opinion of the writer based on the ideas in a text * drawing a simple conclusion based on an information text |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify and compare a range of different text types and their organisational features  VC2EALB3R05 | * distinguishing between fiction and non-fiction books, based on visual and structural elements of a text such as a title, images and headings * identifying the different audiences and purposes associated with text types learnt in class such as fairytale, horror story, news report and information report * identifying the text type and purpose of a text, based on organisational features such as a sequence of ideas, headings, illustrations and layout * comparing the purpose and structure of texts from different curriculum areas; for example, comparing reports from Science and History or essays from English and Art * sorting and sequencing labels for the stages of different learnt texts such as procedures and explanations * completing a table or Venn diagram to compare the features of 2 text types such as narrative and blog |
| understand the cohesion of ideas between and within paragraphs in a range of texts  VC2EALB3R06 | * locating the topic sentence at the beginning of each paragraph of a text, and finding the key words to identify the main idea in each paragraph * reordering sentences in a paragraph to follow a logical order of ideas and language * sequencing sentences using conjunctions of time such as ‘then’, ‘next’, ‘first’ and ‘after’ to make a cohesive paragraph * understanding items referred to by pronouns, and tracing these references through a text |
| comprehend the meaning of complex sentence patterns  VC2EALB3R07 | * reordering words jumbled in a sentence so that the sentence makes sense * explaining the meaning of a complex sentence; for example, explaining ‘He heard the explosion that wrecked the car.’ as ‘The car exploded, and the man heard it happen.’ |
| interpret the meaning of written text that uses a range of tenses and negation  VC2EALB3R08 | * identifying the base word and understanding the effect of more complex tense and negation such as in ‘had not arrived yet’ * identifying simple passive constructions and comparing them to active constructions; for example, comparing ‘The book was read by our class.’ and ‘We read the book.’ * transforming sentences in a text into negatives or different tenses; for example, highlighting verbs in a set of provided short texts that contain present tense and changing them to past tense such as changing ‘He is running.’ to ‘He went running.’ |
| read and understand a range of descriptive language  VC2EALB3R09 | * understanding an expanding range of describers and classifiers in noun groups, for example in ‘cute small animals’ and ‘introduced wild animals’ * understanding simple comparatives such as ‘smaller’ and in ‘more expensive’ |
| use knowledge of sentence structure and content to deduce the meaning of unfamiliar words  VC2EALB3R10 | * predicting meaning of unfamiliar words based on knowledge of the base word, for example for ‘know’, ‘unknown’ and ‘knowledge’ * inferring the meaning of an unfamiliar word by using known contextual information or ideas in a sentence or paragraph * using knowledge of sentence structure to deduce the part of speech or function of an unfamiliar word * recognising that contextual and syntactical clues can be used to determine the use of homophones, for example for ‘We grow wheat on our farm.’ and ‘The train trip will take about an hour.’ |
| apply knowledge of phoneme–grapheme correspondences to deduce the pronunciation of unfamiliar words  VC2EALB3R11 | * sounding out unfamiliar words using phoneme–grapheme correspondences and individual letters * reading unfamiliar words by dividing them into syllables and phonemes (the smallest units of sound in words) to identify familiar letter patterns * using phonemic awareness and morphological knowledge (e.g. by blending and segmenting sounds, syllables and morphemes [meaningful units within words]) to read and write multisyllabic words with more complex letter combinations such as ‘straightaway’ and ‘thoughtful’ |
| recognise and interpret direct and indirect speech  VC2EALB3R12 | * understanding the punctuation used to indicate direct speech * creating a comic strip or storyboard with speech bubbles based on a passage containing direct or indirect speech |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| compare different types of texts across languages and cultures  VC2EALB3R13 | * identifying similarities and differences between features of texts, including texts in a home language, for example in text structure, use of evidence, levels of formality and vocabulary choices * comparing texts to previous experience or learning, for example ‘It’s different to my culture.’ and ‘This is only in Australia.’ * completing a Venn diagram or table with features of an English text and a home language text * identifying parts of an English text and a home language text that help achieve a purpose, for example when asked ‘Which parts of each text tell you when the events happened?’ * comparing characters, stereotypes, settings or events that are well known in home language stories with unfamiliar stories written in English * identifying differences in text structures or patterns of expression in home language text types, for example for an indirect argument style |
| read independently for information or recreation in or outside the classroom  VC2EALB3R14 | * selecting and/or borrowing a variety of texts for extended reading * asking questions about unfamiliar word and ideas, for example ‘What’s a bunyip?’ * noticing errors in pronunciation, intonation and emphasis when reading aloud, and attempting to correct these * seeking assistance or feedback from peers to confirm pronunciation * accessing books or other texts in a home language for information and enjoyment |
| draw on an extensive range of home language resources when reading and viewing  VC2EALB3R15 | * making their own translations of specific words and phrases * using an accessible English dictionary to check the meaning of unfamiliar words and/or checking meaning in a bilingual dictionary * crosschecking meaning in English and a home language to confirm accurate understanding of key concepts and vocabulary * contributing vocabulary found using dictionaries to classroom vocabulary lists * referring to home language or bilingual texts such as glossaries, dictionaries and online translation tools for explanation and clarification of new vocabulary and information * recording words and information in a personal dictionary or notes, using a combination of English and a home language to indicate meaning, pronunciation and usage |
| contribute to shared reading activities, including personal responses to a narrow range of imaginative texts such as poems, short stories, films and/or songs  VC2EALB3R16 | * reading a variety of different genres (e.g. texts with diverse characters, settings and themes), including both familiar and unfamiliar elements * listening to group discussion of a text, contributing appropriate ideas and encouraging the responses of others * negotiating the content and form of group responses to a text * identifying and explaining how personal experience or previous learning helps strengthen their understanding of ideas in a text * discussing new perspectives gained from reading, for example ‘I hadn’t thought about …’ and ‘I didn’t know that …’ * re-reading sections of text and rehearsing reading aloud to improve fluency and understanding |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write a range of texts that present a point of view on topics discussed in class  VC2EALB3W01 | * writing a structured statement of opinion, including giving context, opinion and justification * expressing and justifying a point of view about an issue in a classroom or media text |
| write a range of information texts covering topics across the curriculum, incorporating information from different sources  VC2EALB3W02 | * writing a narrow range of information texts used in different curriculum areas (such as historical recounts, information reports, procedures and explanations), referring to templates and models for support * incorporating information from personal experience, classroom activities and shared texts into their own writing * contributing to shared writing of a recount or report in a shared digital document, giving reasons for placing events in a particular sequence |
| write imaginative texts incorporating personal experiences and ideas from other texts  VC2EALB3W03 | * using a template or model text to write a text that follows a narrative structure * constructing a cohesive storyline by developing a sequence of events and characters * creating or adapting a narrative in print or digital form, including visual or multimodal forms * following key elements of model texts in the structure and language used, and experimenting with new forms in some parts |
| use a range of visual material or other cues to support texts  VC2EALB3W04 | * adding labelled diagrams or illustrations to an information report or a report on a science experiment * creating a mind map to summarise the facts in the introduction or conclusion section of a text * writing a dot-point list to outline key ideas in a report, using a simple introductory sentence stem such as ‘The main effects of air pollution are …’ * using a variety of functions to format and edit images and tables digitally, with teacher support |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use the text structures and organisational features appropriate to the task  VC2EALB3W05 | * selecting an appropriate text type for the purpose and audience, from a narrow range of learnt text types * including appropriate features for a text type; for example, adding headings, tables and images * grouping sentences about the same topic into paragraphs * writing topic sentences that indicate a topic, using key words * sequencing sentences logically within a paragraph to develop a simple elaboration or argument |
| use a range of devices to maintain cohesion  VC2EALB3W06 | * using conjunctions to show addition, cause, contrast or time, for example in ‘When we went to the zoo, the lions were sleeping. After lunch they woke up and then they roared.’ * combining simple sentences using a range of coordinating and subordinating conjunctions, for example ‘Riding motorbikes can be dangerous, but people still like to do it because it is exciting.’ and ‘We need trees, so we should not cut them all down.’ * using reference items including pronouns such as ‘she’, ‘him’, ‘it’ and ‘their’ to maintain cohesion * connecting ideas using a narrow range of conjunctions (such as ‘so’, and in ‘and then’) and connectives (such as ‘therefore’ and ‘in addition’) |
| maintain appropriate tense throughout a text  VC2EALB3W07 | * maintaining reasonable consistency of present and past tenses across multiple paragraphs * expressing a range of negatives accurately, for example in ‘I have never eaten …’ and ‘He does not like to …’ |
| write using extended descriptive phrases  VC2EALB3W08 | * writing extended noun phrases using an expanding range of elements including pointers (such as ‘a’, ‘the’ and ‘my’), concrete and abstract key nouns (such as ‘shark’, ‘packet’ and ‘idea’), describers (such as ‘large’, ‘empty’ and ‘excellent’), classifiers (such as ‘endangered’, ‘recyclable’ and ‘financial’) and simple qualifiers (such as ‘with sharp teeth’ and ‘in my bag’), for example ‘a large shark with sharp teeth’ * applying rules for expressing comparisons, for example ‘as … as’, ‘more … than’ and ‘-er than’ * using short relative clauses to expand descriptions, for example ‘The girl who was late for school had to go to the office.’ |
| use a range of key vocabulary appropriately  VC2EALB3W09 | * choosing vocabulary to express nuance and using a variety of synonyms to avoid repetition, such as ‘cloudy’, ‘gloomy’ and ‘bleak’ * understanding differences between specialised and colloquial language, for example between ‘feline’, ‘cat’ and ‘pussycat’ * understanding how to use knowledge of prefixes to change the meaning of a base word, for example in ‘undone’, ‘remove’ and ‘misunderstand’ * applying generalisations for adding affixes; for example, changing ‘hope’ to ‘hoping’, ‘begin’ to ‘beginning’ and ‘country’ to ‘countries’ * building morphemic word families and exploring word origins, for example for ‘tricycle’, ‘tripod’ and ‘triangle’ * using some idioms learnt from reading and viewing, in creative or personal writing |
| spell most words accurately, drawing on a range of strategies including graphophonic and morphemic knowledge, context clues and/or home language strategies  VC2EALB3W10 | * learning an expanding repertoire of sight words from shared texts and classroom activities * drawing on knowledge of phoneme–grapheme correspondences and common spelling patterns to spell unfamiliar words * using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends such as ‘str-ip’ * writing less familiar words that share common letter patterns but have different pronunciations such as ‘journey’, ‘your’, ‘tour’ and ‘sour’ * using knowledge of known words and base words to spell unfamiliar words; for example, recognising the spelling and meaning connections between ‘vision’, ‘television’ and ‘revision’ * applying knowledge of spelling generalisations to spell unfamiliar words such as ‘suitable’, ‘likeable’ and ‘collapsible’ * recognising how unstressed vowels in multisyllabic words are written, for example in ‘builder’ and ‘animal’ |
| use a range of punctuation marks consistently and correctly  VC2EALB3W11 | * using a range of punctuation (such as full stops, question marks, exclamation marks, commas and apostrophes) consistently and appropriately in texts * using commas consistently to separate items in a list, and sometimes to separate clauses or to indicate pauses |

##### Sub-strand: Plurilingual and cultural strategies

|  |  |
| --- | --- |
| Content descriptions  *Students learn to:* | *Elaborations*  *This may involve students:* |
| present work appropriately for purpose and audience  VC2EALB3W12 | * selecting, with teacher support, an appropriate text type for a purpose and audience * using a template to organise written content for presentation to a selected audience * using appropriate vocabulary and expression to communicate a topic to the intended audience * refining and seeking feedback from peers or the teacher to refine the presentation of written work * using a variety of print and digital tools to present work to a selected audience |
| independently edit and improve their own writing  VC2EALB3W13 | * using a function such as a spellchecker to edit for accuracy * using a synonyms list to consider alternative words for effect * revising writing using a range of resources; for example, using feedback from peers and the teacher, model texts and checklists * referring to feedback on previous writing to attend to recurring issues * revising to improve sequence of ideas, sophistication and accuracy of grammar and vocabulary, based on teacher and peer feedback * using a bilingual dictionary, thesaurus or online tool to search for a variety of vocabulary, and crosschecking meaning in a home language and English to confirm accurate choice of vocabulary * recording vocabulary in a personal list including details such as translation in English and a home language, pronunciation, meaning, usage and related words |
| draw on an extensive range of home language resources when writing  VC2EALB3W14 | * inferring the meaning and translation of unfamiliar words based on context and previous learning in a home language * making their own translations of specific words and phrases * contributing vocabulary found using dictionaries to classroom vocabulary lists * referring to home language or bilingual texts such as glossaries, dictionaries and online translation tools for explanation and clarification of new vocabulary and information * recording words and information in a personal dictionary or notes, using a combination of English and a home language to indicate meaning, pronunciation and usage |
| confer and cooperate in groups or pairs when planning, writing or reviewing  VC2EALB3W15 | * structuring a text simply (e.g. including an explanation of an issue, statement of opinion and reasons for the viewpoint) using subjective phrases such as ‘I believe’ and ‘I think’ to signal opinion to peers * giving reasons and elaborations from personal experience and previous learning to justify views to peers * asking for assistance from home language peers to contribute translations of a home language term or expression and related ideas * using quotations or specific vocabulary translated from a home language to emphasise a point to peers * translating cultural ideas from a home language in English and explaining them to peers * adding to information in a text after a discussion in a home language and English with peers * seeking and giving peer feedback on draft texts using a home language and English |

# Pathway C curriculum

## Level CL

### Level description

The Level CL curriculum supports students who are beginners in English – and who may have had minimal exposure to literacy in their home language(s), and little or no prior schooling – as they develop basic knowledge, understanding and skills in English. Through structured immersion in English and the use of plurilingual and cultural strategies, students build their capacity to participate in routine and familiar exchanges in English with their peers. Students learn about and practise pronunciation, stress and intonation of English, and recognise how these skills impact on their clarity of expression. Through reciprocal exchanges, they develop an early awareness of the conventions of spoken English and engage in basic, sustained verbal exchanges.

Students are introduced to the English alphabet, and begin to recognise some letters and know the sounds related to common letter combinations, supported by the study of a wide range of short, familiar print and digital texts. They develop skills to decode simple texts, such as using images to support comprehension or referring to picture dictionaries and bilingual word charts to find unfamiliar words. They read aloud and apply simple strategies, such as pointing to words, to assist with fluency.

Students create short written texts. They learn about the purposes of some common text types and practise their writing using models and examples. They learn to write short texts using conventional letter formation and basic punctuation. They also learn to use digital technologies to support or construct their writing.

### Achievement standard

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.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand the main themes or ideas of highly familiar and routine spoken texts, with extensive teacher support  VC2EALCLL01 | * listening attentively and following the actions of other students * showing non-verbal responses to spoken texts; for example, indicating a positive or negative reaction by smiling, nodding or pointing * comprehending questions on familiar personal topics such as self and family * understanding a narrow range of frequently occurring greetings, simple actions and instructions in the classroom with visual support, for example for ‘Please sit down.’ and ‘Finished?’ |
| identify single pieces of information in a short spoken text  VC2EALCLL02 | * identifying information related to common or personal topics such as colours, numbers and animals * asking questions to help identify relevant pieces of information, for example ‘What time?’ * pointing to and naming specific pieces of information in a picture or diagram |
| participate in familiar face-to-face interactions and highly contextualised learning activities  VC2EALCLL03 | * understanding and participating in common classroom routines such as retrieving equipment and forming groups * understanding common action verbs such as ‘sit’, ‘collect’, ‘open’ and ‘stop’ * using simple vocabulary to express personal needs and wants (e.g. ‘hungry’ and ‘help’) or using routine learnt phrases |
| contribute to a short dialogue or classroom interaction on a familiar topic, with extensive teacher support  VC2EALCLL04 | * giving rehearsed and familiar responses in common situations; for example, introducing themselves * presenting a short response on a prepared topic after rehearsing, with teacher support * sharing simple details about a familiar experience with a peer |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand short modelled spoken utterances  VC2EALCLL05 | * understanding common question stems such as ‘Who’, ‘What’ and ‘When’, and attempting to respond to the questions * listening to and reproducing the sequence of ideas in a short spoken report or recount |
| understand basic time and sequence markers  VC2EALCLL06 | * understanding simple time markers such as ‘yesterday’, ‘later’ and ‘now’ * following instructions that include sequence markers such as ‘first’, ‘next’ and ‘last’ |
| produce short, simple utterances showing subject–verb agreement  VC2EALCLL07 | * constructing statements showing subject–verb agreement with varying accuracy, for example ‘Students go.’ * adding some elaboration to statements using objects and adverbs, for example ‘He is sick today.’ and ‘Students go zoo.’ * matching simple verb tense to time words, for example ‘Yesterday we did …’ and ‘Tomorrow we do …’ * recognising the most common irregular verbs such as ‘do’, ‘go’ and ‘be’ * attempting to use simple negation, for example in ‘I am not hungry.’ |
| use basic descriptive language  VC2EALCLL08 | * using common prepositions such as ‘in’, ‘on’ and ‘at’ to add simple detail about place and time, for example in ‘go on the train’ and ‘stay at home’ * describing everyday things and people in simple settings; for example, using ‘tall’, ‘long’ and ‘hot’ |
| recognise and use common words relating to familiar classroom routines, personal experiences and needs  VC2EALCLL09 | * using a narrow range of words related to familiar topics such as family, school and numbers * identifying and reproducing words, referring to classroom charts and a personal vocabulary list |
| recognise and reproduce pronunciation  VC2EALCLL10 | * recognising and accurately pronouncing a narrow range of familiar words, and including personal language, classroom language and some basic topic vocabulary * saying whether sounds are the same or different (such as the sounds in ‘tree’ and ‘three’) and identifying when the beginning, middle or end phoneme (the smallest unit of sound in a word) in a word is replaced with a different phoneme (such as ‘run’ to ‘fun’ and ‘fun’ to ‘fan’) * identifying syllables in known spoken words; for example, clapping the rhythm of ‘Mon-day’, ‘Ja-cob’ or ‘Si-en-na’ * substituting middle and final sounds in spoken words to make new words; for example, changing ‘pin’ to ‘pen’, and ‘pan’ to ‘pat’ * identifying and producing phonemes in blends or clusters at the beginning and end of syllables * blending 2 or 3 phonemes to make syllables, for example ‘b-oo-k’ and ‘sh-ee-t’ |
| recognise stress and intonation patterns and common paralinguistic (non-verbal) features and attempt to use them in interaction  VC2EALCLL11 | * recognising rising and falling intonation patterns in spoken presentations * using intonation patterns appropriate to the purpose of their spoken text, for example when asking a question * identifying non-verbal cues of listener engagement such as eye contact, facial expressions, gestures and body language * demonstrating appropriate non-verbal cues (e.g. making eye contact) and gestures (e.g. nodding or shaking their head) when listening to a spoken text |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| distinguish spoken English from other languages and attempt to respond appropriately  VC2EALCLL12 | * recognising when a spoken text is in English * assessing which language(s) a speaker knows, and responding appropriately * responding in English using simple language structures in new contexts, for example ‘I like bananas.’ and ‘I like soccer.’ * identifying non-verbal clues such as facial expressions and gestures by comparing them with home language/cultural clues |
| repeat or re-pronounce words or phrases if not understood, when prompted  VC2EALCLL13 | * responding to feedback from a listener if speech has not been understood * attempting to re-pronounce words using different pronunciation * requesting assistance where required, by indicating non-understanding through speech or body language, or by asking directly |
| draw on home language resources to enhance learning when listening and speaking  VC2EALCLL14 | * asking home language peers for help translating personal needs and responses from a home language to English * asking home language peers to explain an idea in a home language and asking for a translation into English * asking for clarification from other home language speakers * using a translation app to understand peers |
| interact simply with peers in spoken group-work activities  VC2EALCLL15 | * responding appropriately, verbally and non-verbally, for example when asked ‘Do you agree?’ * responding to direct questions with brief and relevant answers; for example, giving their opinion about a subject, such as ‘I like Maths.’ * following classroom participation routines; for example, taking turns, speaking with appropriate volume and raising their hand in a group |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand the theme or main idea of short, simple, familiar texts, with teacher modelling and contextual support  VC2EALCLR01 | * identifying letters, numbers, words and logos on signs and labels * reading simple stories, drawing on supplementary information such as illustrations or vocabulary lists for support, or asking questions of peers and teachers |
| identify some familiar words and phrases in different contexts, with teacher modelling and contextual support  VC2EALCLR02 | * identifying familiar information in a text; for example, recognising friends’ names on worksheets or belongings * locating specific words or information in a text, using questions or prompts as guidance * recognising and following instructions on simple signs such as ‘Line up here.’ or ‘No running.’ * matching illustrations to familiar words or phrases in a text |
| understand simple visual elements of texts, including basic charts, graphs and other images, with teacher modelling and contextual support  VC2EALCLR03 | * following step-by-step instructions to navigate a digital text using menu items or hyperlinks * matching a short description to an illustration, for example for ‘It is green, with big eyes.’ |
| use simple text features to make predictions  VC2EALCLR04 | * predicting the content of a text based on organisational features such as the title, front cover image, headings, pictures and diagrams * looking at illustrations to make predictions about characters and events in stories |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify text types based on their features, purpose, topics and layout  VC2EALCLR05 | * classifying texts as fiction or non-fiction, based on layout, structure and content * distinguishing between different texts, based on purpose, topic and layout; for example, identifying a story about a personal experience and a book about animals |
| recognise basic cohesive devices in a simple text  VC2EALCLR06 | * recognising basic conjunctions such as ‘and’, ‘but’ and ‘because’ * understanding basic pronoun references such as ‘it’, ‘she’ and ‘they’ in familiar texts |
| sequence words to make simple, familiar sentences  VC2EALCLR07 | * putting words from a familiar text, that are jumbled in a sentence, into the correct order * choosing the correct word to complete a simple cloze activity or sentence stem |
| recognise simple present and past tense verb forms  VC2EALCLR08 | * identifying common regular past tense verbs ending in ‘-ed’ * recognising a small number of common irregular past tense verbs such as ‘went’, ‘said’ and ‘had’ * matching simple present and past tense verbs to time words such as ‘today’, ‘last week’ and ‘always’ |
| identify some common adjective–noun and verb–adverb combinations  VC2EALCLR09 | * identifying adjectives next to nouns (such as in ‘big ball’), and adverbs next to verbs (such as in ‘run fast’), with support in the form of questions or guidance from the teacher * matching illustrations to short noun phrases and verb phrases |
| recognise some familiar words or phrases  VC2EALCLR10 | * recognising words and phrases displayed in the classroom such as on charts, labels, books, posters, signs and notices * categorising words based on similarities and differences in meaning or topic * recognising some common syllables and patterns within words, such as ‘in’, ‘on’ and ‘-ing’ * recognising some common prefixes and suffixes such as ‘un-’ and ‘-er’, and how they change the meaning of words |
| name letters of the alphabet and relate them to sounds  VC2EALCLR11 | * naming each letter of the alphabet and pronouncing its most common sound * identifying some common letter patterns in words in letter charts, familiar books or other texts, including decodable texts * attempting to pronounce some common letter combinations, such as ‘ch’, ‘sh’, ‘-at’, ‘-er’ and ‘-ing’ * recognising sounds that can be produced by different letters, such as the ‘s’ sound in ‘sat’ and ‘cent’ * understanding that a syllable must contain a vowel sound * pronouncing each letter when sounding out unfamiliar words, and comparing the sound combinations to a home language * recognising one- and 2-syllable words that are part of spoken vocabulary using knowledge of short vowels, common long vowels, consonant blends and digraphs |
| interpret basic punctuation and spacing  VC2EALCLR12 | * identifying common punctuation such as full stops and question marks * counting words in a sentence or on a line, based on spacing * using capital letters and full stops to identify and count sentences in a text |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise differences between reading texts in English and in home language(s)  VC2EALCLR13 | * identifying texts that are written in or contain English * recognising the language and orienting texts in English and in a home language correctly * identifying different scripts and their directionality when reading a text * turning to the correct page when shown by the teacher, and turning pages one at a time when reading * tracking with their finger from left to right when reading English texts |
| select and engage with texts for different purposes  VC2EALCLR14 | * engaging in library sessions and independent reading activities * looking at features of a text such as the cover, title and images when selecting books to read for different purposes * seeking and selecting books from the school or classroom library to read or share with family members |
| draw on home language resources to enhance learning when reading and viewing  VC2EALCLR15 | * referring to picture dictionaries or bilingual dictionaries to check the meanings or spelling of unfamiliar words * using a home language or English to ask home language peers or teachers for support |
| respond to a shared text and shared reading activities  VC2EALCLR16 | * joining in shared reading activities such as group reading * reading aloud short texts created as a shared writing activity, or a familiar text used in the classroom * self-correcting pronunciation when reading aloud, based on feedback from a listener * discussing texts with peers and the teacher; for example, talking about a character or topic, or pointing out illustrations of interest * showing a personal response to a text, for example by expressing enjoyment, agreement or disagreement |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write short, simple texts for specific purposes, related to personal experience  VC2EALCLW01 | * writing a narrow range of basic texts for authentic purposes such as a shopping list, birthday card or reminder note * completing simple personal information forms with minimal support; for example, filling in their name and address on a permission slip * writing familiar words and sentences to communicate personal information, using the same expression in writing as in speech, for example ‘My name is …’ |
| write words and simple sentences with enough accuracy to convey meaning  VC2EALCLW02 | * writing familiar classroom-specific words and using conventions such as recording the day, date and title at the top of a page * filling in a simple table with some independence; for example, including students’ countries of origin or ages |
| combine writing and drawing to create a short, simple text about a familiar topic  VC2EALCLW03 | * drawing pictures with some detail of the participants, location and actions for an event * writing a short, simple text such as a recount of a personal experience, accompanied by an illustration |
| draw and/or label simple visuals  VC2EALCLW04 | * drawing characters from a story or illustrating a key idea from a text * writing a caption for an image * drawing an image or diagram for a simple information text and adding labels to parts of the image * copying and completing short, formulaic sentences to describe images, for example ‘This is a …’ |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| draw on conventions for organising information  VC2EALCLW05 | * organising related ideas; for example, grouping information within a sentence and listing relevant information under given headings * following organisational conventions when writing; for example, putting the date at the top of a page, ruling a line and starting on the next line for a new lesson |
| use basic conjunctions to connect ideas  VC2EALCLW06 | * constructing basic compound sentences using common coordinating conjunctions, for example ‘Add the water and mix it together.’ and ‘The sky is blue, but the clouds are white.’ * copying basic time or sequence connectives such as ‘before’, ‘next’ and ‘after’ from a model text |
| write sentences that reflect spoken language, with attempts at correct word order  VC2EALCLW07 | * writing short, simple expressions to label personal drawings, reflecting an early stage of spoken language development, for example ‘Live here.’ and ‘Go to play.’ * writing sentences with some included detail, but in which words may not consistently be in conventional order, for example ‘We went yesterday to the supermarket.’ and ‘My friend and me we see car blue.’ |
| use simple verbs  VC2EALCLW08 | * using a narrow range of common verbs such as ‘go’, ‘write’ and ‘like’ * forming simple past tense verbs some of the time by adding ‘-ed’ |
| use simple descriptive language  VC2EALCLW09 | * writing simple adjectives and adverbs as single words or part of short phrases, for example in ‘tall tree’ and ‘run fast’ * using simple adjectives (such as ‘nice’) and adverbial phrases (such as ‘little bit’) to express personal opinions or responses |
| write some common words that are familiar from spoken language  VC2EALCLW10 | * using new vocabulary, incorporating familiar spoken language, personally significant words and common terms * using learnt topic-specific vocabulary encountered in classroom activities in simple modelled sentences |
| spell simple, familiar words correctly, using knowledge of phoneme–grapheme correspondences  VC2EALCLW11 | * spelling some high-frequency words accurately from memory, including their own name and short words used regularly such as ‘it’, ‘my’ and ‘we’ * representing familiar and unfamiliar words by their initial letters * locating letters on a keyboard and typing letters and words, including copying from print text * using handwriting to copy words from a print text * referring to classroom charts and a personal vocabulary list to check and confirm spelling |
| use basic punctuation  VC2EALCLW12 | * writing upper-case and lower-case letters and full stops accurately * using basic punctuation such as commas and question marks accurately most of the time * experimenting with more complex punctuation such as exclamation marks and quotation marks |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| consider purpose and audience when presenting work  VC2EALCLW13 | * copying elements of layout and design from model texts; for example, using illustrations in a story or large headings in a report * filling in sections of a template following instructions from the teacher or in collaboration with peers |
| check accuracy of writing  VC2EALCLW14 | * checking copied text against the original text and making corrections to capital letters, spelling and punctuation * following the teacher’s feedback to identify and correct simple errors; for example, referring to a personal vocabulary list to check the spelling of underlined words * referring to classroom charts and a personal vocabulary list to select words for writing |
| draw on home language resources to enhance learning when writing  VC2EALCLW15 | * asking home language peers for help translating personal needs and responses from a home language to English * asking home language peers to explain an idea in a home language and asking for a translation into English * using miming actions or showing an image to explain the meaning of a word sought in English * asking home language peers or the teacher to write a word in English after hearing its translation |
| take part in shared writing activities  VC2EALCLW16 | * listening to the contributions of others and adding new or different ideas * making suggestions about ideas to include in a text, based on personal experiences and classroom topics * copying sentences dictated by peers |

## Level C1

### Level description

The Level C1 curriculum supports students who have had some exposure to English, and to age-equivalent schooling in their home language(s) and literacy, to develop their verbal and non-verbal communication skills. Students interact with peers through structured immersion in English and the use of plurilingual and cultural strategies. They actively participate in conversations, and learn about and apply formulaic language and well-rehearsed grammatical structures to initiate and sustain verbal exchanges.

Students explore a range of short, familiar print and digital texts, including visual, multimodal and interactive texts. They develop decoding and comprehension skills through reading. They use simple bilingual dictionaries to find the meaning of unfamiliar words. Students discuss texts at a literal level and begin to develop inferential understanding. Students learn to draw on their expanding knowledge of English phoneme–grapheme correspondences, spoken and sight vocabulary, conventions of print text organisation and English grammar to support their reading.

Students create short written texts made up of simple sentences. They learn to express their ideas using familiar vocabulary, and modelled structures and features of other texts. They incorporate basic conventions such as headings and paragraphs to increase the fluency of their texts. They learn how to use digital technologies to support and present their written work.

### Achievement standard

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.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| comprehend a simple spoken text, with teacher support  VC2EALC1L01 | * understanding and responding to a range of common questions on personal or familiar topics, for example when asked ‘What is your favourite colour?’ and ‘What is your name?’ * understanding common phrases and sentences for social and school purposes, for example ‘I would like …’ and ‘I need some help.’ |
| extract essential information from short, simple spoken texts relevant to personal experience, with teacher support  VC2EALC1L02 | * understanding short and simply structured spoken texts, such as instructions read by the teacher and a recount from a peer * understanding common vocabulary, including frequently used classroom words and learnt topic words |
| participate in familiar social and school routines, with teacher support  VC2EALC1L03 | * using a range of common greetings and responses, for example ‘How are you today?’, ‘Fine.’ and ‘Good, thanks.’ * using familiar or formulaic phrases and sentences when making statements or responding to questions, for example ‘My name is …’ and ‘Nice to meet you.’ * borrowing words or phrases from a question to respond; for example, Teacher: ‘What is your favourite sport?’ Student: ‘My favourite sport is …’ * using common sentence structures; for example, Teacher: ‘What do you like to do on the weekends?’ Student: ‘I like to do sport on the weekends.’ * asking questions and following instructions to meet personal needs; for example, enquiring where to find resources or what colour of pen to use |
| present a simple prepared response on a familiar topic, with teacher support  VC2EALC1L04 | * presenting a short rehearsed talk on a familiar topic; for example, giving a description of their family * using familiar and rehearsed responses for common interactions; for example, recounting what they did on the weekend * developing fluency in familiar situations (e.g. when introducing themselves) and adapting responses to altered situations (e.g. when introducing a friend) |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| comprehend and produce a small range of short, spoken text types and structures  VC2EALC1L05 | * understanding and producing short texts, such as simple recounts, descriptions and instructions, for different purposes * identifying basic text structures such as introduction, body and conclusion |
| sequence events chronologically using time markers  VC2EALC1L06 | * using a narrow range of time markers such as ‘yesterday’, ‘last week’ and ‘on the weekend’ to indicate specific moments in the past, present and future * using some coordinating conjunctions such as ‘and’ and ‘but’ to connect clauses, for example ‘I caught a bus and then walked.’ * using some common subordinating conjunctions (such as ‘after’ and ‘because’) to connect clauses, for example ‘After we ate lunch, we played a game.’ |
| use different verb forms, with some consistency  VC2EALC1L07 | * using a range of common verb tenses for familiar verbs, including present simple tense (e.g. ‘walk’ and ‘go’) and present continuous tense (e.g. ‘is walking’ and ‘is going’) * using some regular and common irregular past tenses, for example ‘walked’ and ‘went’ * beginning commands with an imperative verb (e.g. ‘Come over here, please.’ and ‘Bring that.’) * developing positive and negative statements using subject–verb constructions, for example ‘I didn’t finish.’ and ‘The bus arrived.’ |
| use a small range of common descriptive language  VC2EALC1L08 | * constructing simple noun groups with adjectives and simple possessive pronouns, for example ‘a yellow car’ and ‘my friend’s house’ * constructing noun groups using describers and classifiers, for example ‘tall trees’ and ‘native trees’ * using prepositions such as ‘in’, ‘on’ and ‘at’ to indicate time and place, for example in ‘on Monday’ and ‘in Melbourne’ |
| recognise and use key vocabulary and ideas from short, familiar spoken texts, supported by context  VC2EALC1L09 | * recognising familiar and learnt vocabulary in short spoken texts * using contextual information, including illustrations, vocabulary lists and print texts, to identify key ideas and predict vocabulary * recalling and applying a range of words related to familiar topics; for example, using words related to family, school, colours, numbers, days and months * using common synonyms (such as ‘fast’ and ‘quick’) and antonyms (such as ‘fast’ and ‘slow’) to communicate a range of meanings * connecting a small number of words from a lexical set, for example for ‘soccer’, ‘ball’, ‘team’ and ‘match’ |
| recognise and reproduce pronunciation patterns  VC2EALC1L10 | * pronouncing common words and learnt words used in interpersonal interactions, classroom situations and content learning * blending and segmenting sounds in words, for example ‘b-r-o-th-er’ and ‘c-l-ou-d-y’ * deleting and substituting phonemes (the smallest units of sound in words) to form new words; for example, substituting the ‘scr’ in ‘scratch’ with new initial sounds to form words such as ‘catch’, ‘batch’ and ‘hatch’ * substituting a middle sound to form a new word; for example, changing ‘stack’ to ‘stick’ |
| recognise and reproduce stress and intonation patterns with greater confidence and fluency  VC2EALC1L11 | * using word stress, rhythm and intonation in familiar interactions; for example, using rising intonation for questions and stressing key words for emphasis * recognising emotions indicated by changes in intonation such as anger and humour * using strategies to support communication and engage a listener; for example, making eye contact and using facial expressions and gestures * listening to audio books while following words on the page, then reading the text aloud |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify differences between aspects of spoken English and other languages  VC2EALC1L12 | * recognising the sounds and words of English in interactions * attempting to clarify differences between English and other languages * asking the teacher or peers about appropriate behaviour in certain situations, for example ‘Should I use eye contact?’ and ‘Is it okay to shake hands?’ * exploring the nature of social interactions with familiar people and in known settings |
| ask for repetition or clarification to confirm understanding of spoken communication and ask for help  VC2EALC1L13 | * attending to a listener’s body language or asking directly whether their own speech has been understood * attempting to re-pronounce words using different pronunciation, stress or pace * using a narrow range of simple, formulaic expressions to ask for repetition or rephrasing, for example ‘Please repeat.’ and ‘What does it mean?’ |
| draw on a range of home language resources when listening and speaking  VC2EALC1L14 | * asking for clarification from other home language speakers * asking home language peers to explain an idea in a home language and asking for a translation into English * formulating questions in English and a home language to clarify classroom instructions or new ideas and vocabulary |
| listen and speak appropriately during small-group interactions  VC2EALC1L15 | * listening and identifying topics and functions of group interactions such as to discuss ideas or to allocate tasks * performing a range of collaborative functions using simple language; for example, affirming (such as ‘yes’ and ‘good’), disagreeing (such as ‘no’ and ‘no good’) and staging (such as ‘next’ and ‘okay’) * using a home language to help learning, for example by taking notes or writing down key vocabulary |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand the main themes or ideas of familiar and unfamiliar texts, with teacher support  VC2EALC1R01 | * reading a narrow range of familiar text types such as simple recount, narrative and procedure * understanding classroom labels, such as those on lockers or desks, and signs around the school, such as ‘front office’ and ‘toilets’ * understanding the main ideas in a range of familiar and unfamiliar texts, for example in their own writing, peers’ writing and the teacher’s writing * applying subject knowledge and understanding of common or learnt vocabulary to understand the main meaning of a short text |
| extract specific information from a range of simple texts based on predictable language structures and vocabulary, with teacher support  VC2EALC1R02 | * following print instructions to conduct a simple task or experiment, for example in a science lesson on magnets * understanding key words in questions or instructions, and matching these to illustrations * finding information in a digital text by following hyperlinks and headings * dramatising or drawing parts of a story * answering simple or ‘true or false’ questions or sequencing information * summarising key points or representing information in a visual form |
| extract specific information from simple charts, tables or maps, with teacher support  VC2EALC1R03 | * locating city or country names on a map * identifying information in a cell of a table by using row and column headings * pointing to and reading out the names of features on a labelled diagram |
| use contextual cues to work out the literal meaning of unfamiliar words in a simple text, with teacher support  VC2EALC1R04 | * using information in a text, such as images or descriptions, to deduce meanings * using background or content knowledge to deduce meanings of words or phrases |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use organisational and visual elements to suggest the content of a text  VC2EALC1R05 | * categorising texts as either fiction or non-fiction * suggesting the purpose and audience of a range of common news media texts such as websites, news reports, opinion columns and persuasive letters * recognising the function of features of an instructional text such as a title, illustrations and imperative verbs * referring to visuals such as text titles, supporting pictures, graphs and charts to predict and locate content in a text * using organisational or visual features to preview or summarise a studied text; for example, constructing a simple dot-point list or mind map * using organisational features such as layout, illustrations and headings to find information in texts |
| identify what is being referred to by simple cohesive devices in a simple text  VC2EALC1R06 | * understanding common coordinating conjunctions (such as ‘and’ and ‘but’) and subordinating conjunctions (such as ‘as’ and ‘when’) * matching cohesive devices (such as ‘this’, ‘that’ and ‘those’) to the items they refer to |
| recognise basic sentence and question patterns  VC2EALC1R07 | * ordering words and phrases to create grammatical and logical sentences and questions * pointing out the subject, verb and object in sentences, for example in ‘She bought some fruit.’ * identifying question stems such as ‘Who’, ‘What’ and ‘Why’ |
| recognise common imperatives  VC2EALC1R08 | * recognising and following classroom instructions containing familiar imperatives such as ‘read’, ‘answer’, ‘find out’ and ‘complete’ * following simple sets of instructions, for example when asked ‘Read page one. Answer the set question.’ |
| understand simple descriptive language within sentences  VC2EALC1R09 | * understanding simple noun groups with adjectives (such as in ‘the small chair’) and/or simple possessive pronouns (such as in ‘my brother’s bag’) * understanding describers and classifiers in short noun groups such as ‘small animals’ and ‘wild animals’ * recognising common prepositions indicating time and place such as ‘in’, ‘on’ and ‘at’ |
| recognise words for everyday items and actions, and topic-specific vocabulary that has been taught  VC2EALC1R10 | * recognising in an unfamiliar text the topic-specific vocabulary that has been taught * identifying topic-specific words in environmental print examples in the classroom * recognising words commonly used in classroom speech when they are printed in other contexts, for example on signs, on notices and in classroom texts |
| pronounce a range of words comprehensibly when reading aloud, based on knowledge of vocabulary and phoneme–grapheme correspondences  VC2EALC1R11 | * pronouncing basic vocabulary or phrases accurately and reading them fluently * sounding out syllables and phonemes (the smallest units of sound in words) when reading unfamiliar words * applying knowledge of phoneme–grapheme correspondences and familiar letter patterns to predict pronunciation * applying knowledge of less common sounds and words with similar letter patterns to alter pronunciation when reading aloud * reading words with digraphs in which one letter is not pronounced (such as in ‘knife’ and ‘thumb’) and using them in writing * reading words with vowel digraphs (‘ee’, ‘oo’, ‘ai’, ‘ay’ and ‘ea’) * using context to read the correct word when an unfamiliar word has more than one plausible pronunciation |
| understand simple punctuation when reading  VC2EALC1R12 | * using punctuation to identify the nature of sentences; for example, identifying statements by full stops and questions by question marks * using punctuation to identify parts of a sentence, for example by pausing appropriately at full stops and commas |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify differences in texts in English compared to home language(s)  VC2EALC1R13 | * comparing the purpose, structure and language of cultural texts; for example, comparing a folk story in a home language to a folk story from another culture * comparing the structure and conventions of texts used in the classroom to texts in other languages, for example for stories in 2 languages |
| select suitable books to read, with teacher support  VC2EALC1R14 | * skimming part of a book before selecting, to check for familiar language and ideas, illustrations and amount of print * comparing books with those previously read, to predict the suitability of topic, language, length and structure |
| draw on a range of home language resources when reading and viewing  VC2EALC1R15 | * writing notes in a home language about meaning and pronunciation when encountering unfamiliar words in texts * using a bilingual dictionary to find translations of unfamiliar words, and noting these in a home language and English * requesting help from peers or school staff who speak the same home language to find the meanings of unfamiliar words * recording spellings, meanings and translations of unfamiliar words in a personal vocabulary list |
| participate in teacher-led reading activities  VC2EALC1R16 | * following simple print texts that are read aloud at a moderate pace * expressing a personal response to a text (e.g. indicating enjoyment, satisfaction, agreement or disagreement) and giving simple reasons * comparing events from a text with personal experience * transforming part of a text into an unfamiliar text type; for example, creating an illustration or poem from a story |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write short, simple texts for various social purposes, with teacher support  VC2EALC1W01 | * writing a narrow range of short texts for various social purposes related to familiar experiences; for example, composing a ‘thank you’ text message or email * using model texts and templates to structure texts appropriately * incorporating some formulaic expressions copied from model texts (such as ‘Dear …’ and ‘Once upon a time’) into their own writing |
| write short information texts on familiar content, consisting of simple sentences or statements approximating sentences  VC2EALC1W02 | * writing a narrow range of short school-based text types such as descriptive, instructional and procedural texts * following an appropriate structure for a text, using model texts or templates for support |
| write to communicate personal ideas, with teacher support  VC2EALC1W03 | * writing a narrow range of texts to communicate personal experiences and ideas, such as personal recounts and stories * following the structure of model texts such as a greeting or sequence of events |
| label images using vocabulary learnt or practised in class  VC2EALC1W04 | * labelling parts of a familiar diagram * matching vocabulary from a list to items in an image or features on a map |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| organise subject matter and attempt to use the structure of a specified text type  VC2EALC1W05 | * structuring simple stories; for example, including a beginning, a middle and an end * writing information under headings or in a template to follow a basic text structure * sorting jumbled sentences into groups or short paragraphs based on related topics * grouping related information and sentences to create a basic paragraph, although ideas may not be sequenced clearly within the paragraph * writing a topic sentence making a statement about a key idea, for example ‘Cars are bad for the environment.’ |
| use simple cohesive devices to structure writing  VC2EALC1W06 | * using common time and sequence markers to link and sequence ideas such as ‘Yesterday we …’ and ‘First we … Then … And then …’ * including a narrow range of coordinating conjunctions such as ‘and’ and ‘but’, for example in ‘I caught a bus and then I walked.’ * experimenting with some common subordinating conjunctions such as ‘as’, ‘when’ and ‘until’ * employing pronouns to maintain cohesion and avoid repetition, for example in ‘Mary came to school early. She felt very tired.’ |
| use single clauses, or use simple coordinating and subordinating conjunctions to combine clauses  VC2EALC1W07 | * constructing basic sentences using single words for subjects, verbs and objects in the correct order, for example ‘I learn English.’ and ‘Yesterday, we watched movies.’ * using noun–pronoun agreement, for example in ‘I like apples.’, with varying accuracy * constructing compound sentences with a range of coordinating conjunctions such as ‘and’ and ‘but’, for example ‘They knocked on door but nobody answered.’ * constructing complex sentences using some common subordinating conjunctions such as ‘as’, ‘when’ and ‘until’, for example ‘When they arrived, they knocked on door.’ |
| experiment with different tenses and use some common irregular past tense verbs correctly  VC2EALC1W08 | * using a small number of common irregular past tense verbs accurately such as ‘went’, ‘bought’ and ‘woke’ * matching simple present and past tense verbs to time words, for example in ‘Today I have …’, ‘Last week we went …’ and ‘They always sit …’ * experimenting with more complex tenses, with varying accuracy; for example, using elaborated tenses (e.g. in ‘I have been to …’) and negatives (e.g. incorrectly in ‘They didn’t had …’) |
| use basic qualifiers and quantifiers to express a range of meaning  VC2EALC1W09 | * using basic qualifiers to express degrees of meaning such as ‘very’ and ‘a little’ * using a narrow range of quantifiers to express amounts such as ‘some’ and ‘all’ |
| use a range of simple subject-specific vocabulary  VC2EALC1W10 | * using related subject-specific terms accurately, for example ‘Tadpoles have gills and frogs have lungs.’ * matching subject-specific words to definitions or labelling diagrams * combining known words to create degrees of emphasis or nuance, for example ‘very, very sad’ |
| use graphophonic knowledge to attempt to spell unfamiliar words  VC2EALC1W11 | * spelling frequently used words, and one- and 2-syllable words with common patterns, with reasonable accuracy * providing the sounds for less common phoneme–grapheme correspondences such as ‘ight’, and using them in writing * using knowledge of phoneme–grapheme correspondences and common letter groups to attempt to spell unfamiliar words * using context and syntactic knowledge to spell homophones such as ‘break’ and ‘brake’, ‘ate’ and ‘eight’ * referring to classroom charts and a personal vocabulary list to check or confirm spelling |
| use common punctuation with some consistency  VC2EALC1W12 | * using commas consistently in lists or to indicate pauses * using question marks to indicate questions, with occasional inaccuracy (e.g. ‘She asked me to borrow a pencil?’) * correcting capital letters and full stops when reviewing their own or others’ writing |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| use the features of simple text types appropriately  VC2EALC1W13 | * using learnt text structures or model texts to begin writing independently; for example, attempting to use past tense in a recount * using vocabulary items that are appropriate to a topic and text in shared writing |
| revise and edit texts with support, incorporating corrections and suggestions  VC2EALC1W14 | * following the teacher’s feedback to edit their own work; for example, correcting spelling and changing word order * checking subject texts, classroom charts and a personal vocabulary list for subject-specific vocabulary * recording frequently used vocabulary in a personal vocabulary list using English, a home language and details such as an image or pronunciation * consulting bilingual dictionaries, charts, vocabulary lists, peers and the teacher to find and check the spelling and meanings of words * writing notes in a home language about meaning and pronunciation when encountering unfamiliar words in texts |
| draw on a range of home language resources when writing  VC2EALC1W15 | * asking home language peers or the teacher for the English translation and spelling of a home language word * asking home language peers to explain an idea in a home language and asking for a translation into English |
| participate in teacher-led writing activities  VC2EALC1W16 | * participating in a range of shared writing activities, for example in joint construction of a text, sequencing sentences in a group and peer editing * suggesting new ideas that relate to the topic being discussed * using checklists to review their own or peers’ writing * reading text to the teacher or peers and making changes to the original text based on feedback * applying knowledge of vocabulary and grammar to edit shared texts |

## Level C2

### Level description

The Level C2 curriculum supports students who have already had 1 to 2 years of age-appropriate formal instruction in the basics of English language and literacy, and some exposure to home language literacy, to enhance their knowledge, understanding and skills in English. Through structured immersion in English and the use of plurilingual and cultural strategies, students learn to initiate and negotiate topics when speaking in English, in a range of contexts. A focus on pronunciation, stress and intonation extends students’ spoken skills. In addition, they learn about ways to use paralinguistic (non-verbal) cues to support meaning.

Students explore a wide range of familiar and unfamiliar print and digital texts, including visual, multimodal and interactive texts. They learn to identify the main ideas in texts, and can paraphrase their understanding in spoken English. They learn strategies that help them to read unfamiliar texts and deduce the meanings of unfamiliar words, including using bilingual dictionaries to check or confirm meanings. They begin to explore basic texts and identify different reading purposes.

Students write for a range of purposes on different topics. They learn to organise their ideas and use simple sentence structures. They incorporate basic punctuation into their writing to increase the fluency of their texts. They use digital technologies to support, edit and present their written work.

### Achievement standard

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 the 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.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand the main themes and ideas of context-reduced spoken texts, with support  VC2EALC2L01 | * understanding texts that are less dependent on immediate contextual support such as images * engaging in response to requests; for example, responding to a teacher or assisting a peer * applying knowledge of basic text structure elements, such as an introduction or topic sentences, to follow key messages in spoken texts |
| extract specific information from spoken or visual texts, using guide questions from the teacher  VC2EALC2L02 | * using questions to identify key words in a text or predict the sequence of information * applying knowledge of basic text structure to identify the main idea and details |
| participate in an increasing range of common school and classroom routines  VC2EALC2L03 | * interacting appropriately in a variety of familiar face-to-face situations, for example when using public transport, purchasing lunch at the canteen and asking questions during excursions * following a short set of instructions in sequence, for example when asked ‘Divide your page into 2 columns. Label the columns A and B. Then number the rows one to 20.’ * constructing relevant and useful responses using appropriate sentence structures and vocabulary * expressing simple opinions and describing feelings * providing information or assistance in classroom interactions when requested |
| present a short, prepared formal talk on a researched topic, using notes and props  VC2EALC2L04 | * structuring a talk clearly using elements such as an introduction, sequenced content and a conclusion * attending to features of speech such as pronunciation, pace, intonation, emphasis and body language * preparing and using notes and props (such as a photo or treasured personal object) to enhance a presentation |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| recognise and use a variety of text types and structures in different curriculum areas  VC2EALC2L05 | * understanding and using structural features of some text types used in different curriculum areas such as procedures, reports and formal speeches * following a logical structure when producing spoken texts; for example, using an introduction, sequenced information and a conclusion |
| use a range of simple cohesive devices to connect ideas in speech  VC2EALC2L06 | * using a range of time markers such as ‘yesterday’, ‘this morning’ and ‘in the future’ when speaking * using a range of sequence markers such as ‘first’, ‘then’, ‘after that’ and ‘finally’ in spoken texts * using a range of coordinating conjunctions such as ‘and’, ‘but’ and ‘or’ to connect clauses, for example in ‘She waited for Alex at the station but he didn’t come.’ * using some common subordinating conjunctions such as ‘after’, ‘because’, ‘before’, ‘if’ and ‘while’ to connect clauses, for example in ‘Before you open the door, check you have your key.’ and ‘If it’s raining, I will still come.’ * using pronoun reference as a cohesive device to connect ideas in spoken text, for example in ‘Look at the leaves. They are falling down.’ |
| use a range of verb forms with increasing accuracy  VC2EALC2L07 | * constructing an expanding range of statements, questions and commands * using auxiliary verbs to express negative forms, for example in ‘I don’t like winter.’ and ‘She hasn’t got a sister.’ * maintaining subject–verb agreement with negative forms, for example in ‘She doesn’t like it.’ and ‘They don’t know.’ * beginning to use modal verbs, for example in ‘It might rain.’ and ‘You can do it.’ * using personal and subjective language to express opinions and feelings, for example ‘I feel sorry for him because …’ |
| use simple descriptive phrases  VC2EALC2L08 | * constructing noun groups using an expanding range of describers and classifiers, for example ‘majestic tall trees’ and ‘native evergreen trees’ * using simple comparatives to describe attributes, for example ‘bigger’ and ‘more colourful’ * attempting to use qualifiers, including relative clauses, for example in ‘Animals that feed on plants are called …’ * attempting to use non-finite clauses to add detail, for example in ‘Make the batter smooth by mixing it carefully.’ |
| use familiar vocabulary to convey nuance  VC2EALC2L09 | * using a range of familiar vocabulary such as ‘good’, ‘fine’, ‘terrific’, ‘wonderful’ and ‘excellent’ to convey shades of meaning * using subject-related synonyms (such as ‘fast’ and ‘quick’) and antonyms (such as ‘hot’ and ‘cold’) to extend meaning in spoken texts * recognising connections between topic-related compound words such as ‘landform’ and ‘earthquake’ * using topic-related compound words in class discussions or spoken texts, with reference to classroom charts or vocabulary lists * attempting more varied evaluative language to name and describe feelings, for example ‘impressed’, ‘frustrated’ and ‘successful’ |
| use pronunciation to support communication  VC2EALC2L10 | * recognising unstressed vowels in multisyllabic words such as ‘builder’ and ‘animal’, and how these vowel sounds are written * attending to pronunciation, and imitating and rehearsing to pronounce multisyllabic words |
| understand and use a range of sentence stress, intonation and other paralinguistic (non-verbal) features to manage interactions  VC2EALC2L11 | * using stress or intonation appropriately in common utterances; for example, using rising intonation when asking questions and stressing key words in short utterances * modelling intonation, volume, stress and pacing in the speech of others such as the teacher, peers, performers and presenters * attending to the body language, facial expressions and speech of listeners to determine whether meaning has been understood * adjusting features of speech to support and convey meaning; for example, modifying mood in storytelling or giving emphasis when recounting news * distinguishing between different intonation patterns, for example in questions, statements and lists * recognising the emotion indicated by intonation and stress (such as in ‘I said “stop”, Tom!’) and descending intonation in tag endings (such as in ‘That’s enough, Tom, isn’t it?’) |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify similarities and differences between spoken English and home language(s)  VC2EALC2L12 | * identifying similarities and differences between a home language and English pronunciation and vocabulary * identifying when the transfer of home language conventions is inappropriate; for example, calling the teacher ‘Teacher’ rather than using their name or title * translating key vocabulary from a home language to English * asking home language peers to explain a key concept and/or translate it * checking translations using resources such as bilingual dictionaries, home language texts and online translation tools |
| self-correct and improve aspects of spoken English use that impede communication  VC2EALC2L13 | * rehearsing and repeating learnt topic vocabulary * identifying specific words in a text that may pose pronunciation problems, based on specific guidance from the teacher, for example when asked ‘Find all the words ending in “s”.’ * asking for support with communication, for example ‘What is the difference between “walk” and “work”?’ * asking for clarification when not sure, for example ‘Do I number the rows like this?’, and/or asking home language peers to clarify new vocabulary and ideas in a home language * referring to home language or bilingual texts such as glossaries, bilingual dictionaries and online translation tools for definitions of new vocabulary * recording words and information in a personal vocabulary list in both a home language and English |
| draw on a wide range of home language resources when listening and speaking  VC2EALC2L14 | * inferring the meaning and translation of unfamiliar words based on context and previous learning in a home language * making their own translations of specific words and phrases * using an accessible English dictionary to check the meaning of unfamiliar words and/or checking meanings in a home language–English bilingual dictionary * crosschecking meaning in English and a home language to confirm accurate understanding of key concepts and vocabulary * contributing vocabulary found using dictionaries to classroom vocabulary lists * referring to home language or bilingual texts such as glossaries, dictionaries and online translation tools for explanation and clarification of new vocabulary and information |
| interact with peers in routine pair or group-work activities  VC2EALC2L15 | * listening to peers and responding appropriately by acknowledging, clarifying or adding to what they say * interacting confidently in small groups with attentive speakers * formulating relevant responses using appropriate vocabulary, and expressing more complex thoughts and feelings in familiar situations * seeking assistance or feedback from peers in English and/or a home language to formulate or confirm ideas * clarifying and elaborating on meaning by recasting and summarising what has been said * negotiating meaning by rephrasing, clarifying and asking questions in English and/or a home language * taking notes in English and/or a home language |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify the main idea in simple texts, with teacher support  VC2EALC2R01 | * skimming a text to identify the main theme or idea * predicting the main idea from images or headings |
| locate specific information in simple print and digital texts, with teacher support  VC2EALC2R02 | * locating specific information in texts by using organisational features such as headings, labels, diagrams and contents lists * navigating a digital text using a series of hyperlinks to locate specific information * matching parts of a text; for example, connecting topic sentences to paragraphs, titles to chapters and captions to diagrams * scanning a text for specific information in response to guide questions * retelling ideas or events from familiar texts |
| locate specific information from subject-based diagrams, graphs and charts, with teacher support  VC2EALC2R03 | * identifying a sentence that describes a graph or image, for example ‘More than half of the class walks to school.’ * reading icons, menus or hyperlinks to navigate a website * using labels or captions to identify specific features on a diagram, illustration or map * moving within or between webpages using tabs, navigation menus and hyperlinks * using titles, headings and images to locate relevant information |
| use contextual cues to predict meaning  VC2EALC2R04 | * drawing on contextual cues such as personal experience and knowledge of other texts to deduce meaning * using syntactic, logical and cultural cues to work out the meaning of unfamiliar words in a text * making connections between ideas stated directly and close together; for example, linking simple cause and effect to predict a story ending |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify different text types  VC2EALC2R05 | * understanding the basic structure of a range of text types used at school such as narrative, informative and persuasive texts * labelling features of layout and content organisation in a text, such as titles and chapter headings, or sequencing parts * suggesting reasons why different audiences might read or view a text, for example ‘Teenagers might read this to study for a driving test.’ and ‘Adults might read this for safety information.’ * using a narrow range of modelled metalanguage to name and describe features of texts |
| understand how cohesive devices organise ideas  VC2EALC2R06 | * locating in a text a narrow range of connectives (such as ‘then’ and ‘so’), pronouns (such as ‘this’ and ‘that’) and articles (such as ‘a’ and ‘the’) * identifying how the use of related vocabulary (synonyms, antonyms or words related to a particular topic) can make connections between parts of a text |
| read texts that contain compound and complex sentences of 2 or 3 clauses  VC2EALC2R07 | * understanding compound sentences that contain common coordinating conjunctions (such as ‘and’, ‘but’ and ‘so’) and complex sentences that contain subordinating conjunctions (such as ‘because’, ‘if’’ and ‘before’) |
| distinguish between verb tenses  VC2EALC2R08 | * distinguishing between verb tenses used in different text types; for example, identifying imperatives in a short recipe for making chocolate chip cookies and using past tense in a recount of a holiday |
| read and understand a range of descriptive language  VC2EALC2R09 | * understanding an expanding range of describers and classifiers in noun groups such as in ‘cute small animals’ and ‘introduced wild animals’ * understanding simple comparatives such as ‘smaller’ and ‘more expensive’ |
| recognise common vocabulary and learnt topic-specific vocabulary from different curriculum areas  VC2EALC2R10 | * understanding words learnt from classroom interactions and texts * recognising in an unfamiliar text topic-specific vocabulary that has been learnt in other curriculum areas, for example ‘angle’, ‘primary’ or ‘foul’ * predicting the meaning of new words based on knowledge of the base word such as predicting the meaning of ‘unknown’ and ‘knowledge’ from the word ‘know’ * inferring the meaning of an unfamiliar word by using known contextual information or ideas in the sentence or paragraph * using knowledge of sentence structure to deduce the part of speech or function of an unfamiliar word * deducing the meaning of unfamiliar words based on known ideas in the sentence or paragraph * recognising that contextual and syntactical clues can be used to determine the use of homophones, for example ‘We grow wheat on our farm.’ and ‘The train trip will take about an hour.’ |
| apply knowledge of phoneme–grapheme correspondences to deduce the pronunciation of unfamiliar words  VC2EALC2R11 | * sounding out unfamiliar words using phoneme–grapheme correspondences and individual letters * reading unfamiliar words by breaking them into syllables and phonemes (the smallest units of sound in words) to identify familiar letter patterns, including blending and segmenting sounds, syllables and morphemes (meaningful units within words) to read and write multisyllabic words with more complex letter combinations (such as in ‘straightaway’ and ‘thoughtful’) |
| understand the function of punctuation marks  VC2EALC2R12 | * identifying a range of punctuation marks in text such as full stops, commas, question marks, quotation marks and semicolons * attending to punctuation marks when reading aloud; for example, pausing at appropriate points in the text and adjusting speech to reflect dialogue * understanding the punctuation used to indicate direct speech * creating a comic strip or storyboard with speech bubbles, based on a passage containing direct or indirect speech |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| compare and contrast texts in English and home language(s)  VC2EALC2R13 | * engaging with texts from different contexts and cultures, including school, the media, workplaces and the community * comparing the purpose, structure and language used in related texts in English and a home language; for example, comparing 2 news reports about the same event * recognising the ways in which different cultures express meaning through text, for example in ways of structuring arguments and presenting evidence |
| select and read accessible yet challenging texts, with teacher support  VC2EALC2R14 | * exploring an unfamiliar text by looking at content, organisational features and illustrations, and skimming a section to assess suitability * drawing on a home language and contextual clues to deduce meanings of unfamiliar words or phrases * reading a new story, with occasional prompts and corrections from the teacher * seeking assistance with pronunciation from the teacher or peers * accessing texts in a home language on classroom topics or topics of personal interest * using a bilingual dictionary or a translation app to find an English equivalent for a word known in a home language, or vice versa * recording spelling, meaning and translations of unfamiliar words in a personal vocabulary list |
| draw on a wide range of home language resources when reading and viewing  VC2EALC2R15 | * inferring the meaning and translation of unfamiliar words, based on context and previous learning in a home language * making their own translations of specific words and phrases * using an accessible English dictionary or bilingual dictionary to check the meanings of unfamiliar words * crosschecking meaning in English and a home language to confirm accurate understanding of key concepts and vocabulary * contributing vocabulary found using dictionaries to classroom vocabulary lists * referring to home language or bilingual texts such as glossaries, bilingual dictionaries and online translation tools for explanation and clarification of new vocabulary and information |
| participate in shared reading activities, expressing personal views  VC2EALC2R16 | * engaging with a narrow range of imaginative shared texts such as poems, plays, short stories, films and songs, showing a developing understanding of key events, characters and issues * describing the feelings of a character to peers through writing, illustration or role-play * giving a personal response; for example, expressing a point of view in a book club activity |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write texts for a narrow range of social purposes, with teacher support  VC2EALC2W01 | * writing a range of texts for social purposes related to familiar and imagined experiences; for example, writing an invitation or online chat message * writing simple texts related to personal experiences or shared classroom activities, following structure and language in model texts |
| write information texts for general school use, based on modelled language  VC2EALC2W02 | * writing simple information texts (such as reports, essays and explanations) based on model texts; for example, writing a short explanation of the water cycle * organising information into simple, logically ordered paragraphs * incorporating a narrow range of language features, including formulaic expressions and learnt words and phrases, into texts for different curriculum areas |
| write some imaginative or personal texts, with support  VC2EALC2W03 | * writing imaginative texts adapted from or in response to classroom texts; for example, creating a story with an alternative setting or ending |
| write texts with a variety of visual forms  VC2EALC2W04 | * presenting information in a range of visual forms such as tables, charts and graphs * illustrating a narrative to reflect descriptions given in the original text * following instructions in a computer app to create tables, graphs or images * labelling diagrams or filling in tables using subject-specific vocabulary |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| organise information and write according to the structure of a specified text to reflect given or new information  VC2EALC2W05 | * structuring simple texts in a logical form, with some independence; for example, writing a personal text with a beginning, middle and end * structuring more complex texts appropriately by working from a model or template * using simple paragraphs and topic sentences to organise ideas in writing; for example, starting a new paragraph for a change of topic * following a model text or scaffold for paragraph structure; for example, including a topic sentence, main idea, elaboration and summary * writing a simple topic sentence introducing and sequencing the key ideas of a paragraph, for example ‘Another reason to ban cars is …’ |
| link ideas using a range of basic cohesive devices  VC2EALC2W06 | * using an expanding range of coordinating conjunctions (such as ‘and’, ‘but’ and ‘so’), for example in ‘I caught the bus and then walked to the pool so I could go swimming.’ * using a range of common subordinating conjunctions (such as ‘since’, ‘because’ and ‘before’), for example in ‘Because it was getting dark, we left before the show finished.’ * creating short chains of reference using pronouns, for example ‘The doctor … she … her patients …’ * using pronouns in more complex sentences, although sometimes creating ambiguity (e.g. in ‘Dad found my dog and he was so happy.’) |
| use compound and complex sentences in developing writing  VC2EALC2W07 | * constructing sentences with conventional word order * writing different sentence types in appropriate contexts; for example, using statements to answer questions and using commands in instructional texts * writing compound sentences using a range of coordinating conjunctions, for example ‘They reduce training so they can rest their muscles.’ * constructing complex sentences using subordinating conjunctions, for example ‘Because of the flood, their homes were destroyed.’ |
| write using a range of tenses, including simple and continuous present and past tense, with varying accuracy  VC2EALC2W08 | * controlling simple and continuous present and past tenses, for example ‘They are waiting.’ and ‘I was walking.’ * attempting more complex tenses, with varying accuracy; for example, using multi-word verb groups (such as ‘was not going to say’) and elaborated tenses (such as ‘He had not been told yet.’) * controlling agreement with common subjects and simple verbs, for example ‘I go’, ‘she goes’, ‘it is’ and ‘they are’ |
| use adverbials and prepositions to provide simple detail  VC2EALC2W09 | * using some adverbials to give simple detail about place (e.g. ‘at the station’), time (e.g. ‘last week’), accompaniment (e.g. ‘alone’), manner (e.g. ‘very quickly’) and cause (e.g. ‘because of the rain’) * using prepositions with varying accuracy, for example in ‘with her parents’ and ‘in the bus’ |
| use a varied and appropriate vocabulary  VC2EALC2W10 | * choosing from a growing range of common topic vocabulary and familiar words * using subject-specific vocabulary accurately in sentences or short modelled texts such as explanations, reports and descriptions * beginning to use a narrow range of synonyms to avoid repetition and choosing vocabulary to express shades of meaning, for example ‘cloudy’, ‘gloomy’ and ‘bleak’ * understanding how to use knowledge of prefixes to change the meaning of a base word such as for ‘undone’, ‘remove’ and ‘misunderstand’ * applying generalisations for adding affixes; for example, changing ‘hope’ to ‘hoping’, ‘begin’ to ‘beginning’ and ‘country’ to ‘countries’ * using some idioms learnt from reading and viewing, in creative or personal writing |
| spell most encountered words correctly, drawing on a range of strategies including graphophonic and morphemic knowledge, context clues and/or home language strategies  VC2EALC2W11 | * learning high-frequency sight words from shared texts and classroom activities * recognising common letter patterns in familiar and unfamiliar words * using phonic knowledge and knowledge of letter patterns to spell words with 3-letter blends such as ‘str-ip’ * writing unfamiliar words that share common letter patterns but have different pronunciations such as ‘journey’, ‘your’, ‘tour’ and ‘sour’ * using knowledge of known words and base words to spell unfamiliar words; for example, knowing the spelling and meaning connections between ‘vision’, ‘television’ and ‘revision’ * applying knowledge of spelling generalisations to spell unfamiliar words such as ‘suitable’, ‘likeable’ and ‘collapsible’ |
| use a range of punctuation marks consistently and correctly  VC2EALC2W12 | * using a range of punctuation, such as full stops, question marks, commas and apostrophes, consistently and correctly * using commas consistently in lists to separate clauses or indicate pauses, for example between ingredients in a recipe * using correct punctuation in direct speech; for example, adding quotation marks to a short piece of dialogue |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| choose different forms of text and discuss their appropriateness for purpose and audience, with teacher support  VC2EALC2W13 | * choosing from a range of print and digital text types such as report, recount, description, narrative and argument * transforming texts into new formats using a model text; for example, rewriting a debate as a discussion essay |
| revise and edit texts at the word, sentence and whole-text level, based on teacher or peer feedback  VC2EALC2W14 | * responding to feedback at each stage of planning, drafting and editing to make improvements to text structure and language * employing a range of strategies to check and correct spelling; for example, using dictionaries, vocabulary lists and the spellcheck function in a computer app * selecting appropriate vocabulary from classroom charts, a personal dictionary and texts * recording subject-specific vocabulary in an organised way; for example, using a word cline, word map or labelled diagram * consulting resources such as bilingual dictionaries, charts, vocabulary lists, online tools, peers and the teacher to find unfamiliar words or to check spelling and meaning * recording unfamiliar words from texts or interactions in a personal vocabulary list that includes English, a home language and other details such as meaning and phonetic pronunciation |
| draw on a wide range of home language resources when writing  VC2EALC2W15 | * inferring the meaning and translation of unfamiliar words, based on context and previous learning in a home language * making their own translations of specific words and phrases * using an accessible English or bilingual dictionary to check the meanings of unfamiliar words * crosschecking meaning in English and a home language to confirm accurate understanding of key concepts and vocabulary * contributing vocabulary found using dictionaries to classroom vocabulary lists * referring to home language or bilingual texts such as glossaries, dictionaries and translation apps for explanation and clarification of new vocabulary and information |
| participate in shared writing activities with peers  VC2EALC2W16 | * reflecting on their own writing through class discussion, identifying strengths and limitations of their own texts * working with peers in structured writing activities; for example, assessing a text against a checklist, or comparing paragraphs written by different authors * understanding and responding to feedback from the teacher and peers about text structure, sequencing of ideas, expression and vocabulary choices in their own writing * preparing for a writing conference with the teacher |

## Level C3

### Level description

The Level C3 curriculum supports students with 2 to 3 years of age-appropriate formal instruction in English language and literacy, and some exposure to home language(s) literacy, to expand their knowledge, understanding and skills in English. Through structured immersion in English and the use of plurilingual and cultural strategies, students learn to listen, question and respond in English in a wide range of contexts. They participate in a variety of listening and speaking opportunities and develop their control of stress, rhythm and intonation during one-on-one conversations. They move beyond the literal understanding of language and start to comprehend how some abstract information is articulated in English.

Students explore a wide range of familiar and unfamiliar print and digital texts, including visual, multimodal and interactive texts. They learn to identify the main ideas in texts and can paraphrase their understanding in spoken English. They develop strategies that help them to read unfamiliar texts and deduce the meanings of unfamiliar words, including using bilingual dictionaries to confirm meanings and to check and extend their vocabulary. Students explore basic texts and identify different reading purposes and ways in which the structures and features of texts contribute to meaning.

Students write with a degree of autonomy for a wide range of purposes and contexts. They write independently about personal experiences and experiment with the presentation of their ideas. They learn to plan, draft, revise and edit their writing independently, as well as use increasingly advanced digital resources to create texts that are more detailed, cohesive and sequential.

### Achievement standard

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.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify the main idea in spoken texts, with some contextual support  VC2EALC3L01 | * listening actively to identify the main idea in a spoken text, based on its organisational features and/or key vocabulary, using support such as prepared questions or background information |
| identify specific information, using question, preview and prediction strategies, with some contextual support  VC2EALC3L02 | * identifying key words, based on learnt vocabulary and words used in questions * using support materials such as questions and print text excerpts to identify key words and sequence of information in a spoken sequence of instructions, or a verbal description or explanation relating to a topic * matching key information in spoken texts to print information such as transcripts and vocabulary lists |
| participate in informal and formal spoken interactions and routines in familiar classroom situations with a narrow range of speakers, across the curriculum  VC2EALC3L03 | * giving a sequence of instructions, or a simple description or explanation * giving suggestions and opinions, and asking for clarification * negotiating with peers or the teacher in a variety of situations, for example when planning a project or exchanging information * engaging in simple social conversations with peers or the teacher |
| prepare and present a formal talk with some contextual support  VC2EALC3L04 | * using specified criteria to plan, revise, rehearse and deliver a presentation * attending to various features of speech, including pronunciation, volume, pace and intonation * attending to paralinguistic (non-verbal) aspects of presentation, for example by maintaining eye contact with the audience and using body language for emphasis * creating and using memory aids such as palm cards and slides |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| produce a range of coherent spoken texts appropriate for audience and purpose  VC2EALC3L05 | * constructing statements, questions and commands with consistent accuracy * understanding and producing spoken text types such as reports, arguments and formal speeches, according to conventions * incorporating appropriate organisational features for a text type; for example, including an introduction, arguments for and against and a conclusion in a discussion |
| use a range of cohesive devices to link extended speech  VC2EALC3L06 | * indicating the relationship between events by using time signals such as ‘First …’ and ‘Later …’ * using extended phrases to indicate time, for example ‘Before we started the experiment, we …’ and ‘At the end of this talk, I’ll …’ * extending speech by constructing compound sentences using a range of coordinating conjunctions, for example ‘I went to the shops but I didn’t buy anything.’ * extending speech by constructing complex sentences using subordinating conjunctions, for example ‘She doesn’t like fish because of the smell.’ * extending speech by adding prepositional phrases to give additional detail, for example in ‘Without realising it was raining, he walked out the door.’ |
| use more complex verb forms accurately  VC2EALC3L07 | * using simple past and present tense verbs accurately, including common irregular verbs such as in ‘I swam in the pool.’ and ‘I saw a movie on the weekend.’ * beginning to use a range of more complex verb forms accurately, including auxiliary verbs and negatives, for example in ‘We are going on an excursion.’ and ‘She does not want to miss out.’ * using passive voice based on model texts such as procedural recounts, for example ‘The equipment was collected.’ * experimenting with tag endings on questions, for example in ‘You didn’t tell him, did you?’ and ‘It goes back here, doesn’t it?’ |
| use longer descriptive phrases  VC2EALC3L08 | * using a range of learnt subject-specific vocabulary when giving detail about a topic, using possessive pronouns, for example ‘their habitats’ and ‘its colours’ * including some simple quantifiers such as ‘some’, ‘a few’, ‘many’ and ‘any’, for example in ‘their few small habitats’ * using an expanding range of adjectives as describers and qualifiers, for example in ‘the bird’s unusual colours’ * using adverbs and levels of possibility as modifiers to add detail to verbs, for example in ‘He trains diligently.’ and ‘She will definitely succeed.’ |
| use familiar and specific curriculum area vocabulary in spoken and/or multimodal texts  VC2EALC3L09 | * incorporating learnt vocabulary and specific curriculum area vocabulary into discussions or presentations * recognising and using technical terms (such as ‘photosynthesis’ and ‘expiration’) and sub-technical terms (such as ‘process’ and ‘analysis’) * using a range of learnt expressions to structure a point of view, including subjective language (such as ‘I think’) and some objective language (such as ‘It is clear that …’) * using a narrow range of colloquial idioms learnt from interactions or texts, for example in ‘What are you doing this arvo?’ and ‘I have heaps of homework.’ |
| use pronunciation to enhance communication  VC2EALC3L10 | * attending to accurate pronunciation when speaking in classroom situations * recognising unstressed vowels in multisyllabic words such as ‘builder’ and ‘animal’ |
| employ a greater range of sentence stress, intonation and paralinguistic (non-verbal) skills  VC2EALC3L11 | * demonstrating sufficient control of stress, rhythm and intonation to be understood in most situations * adjusting features of speech to support and convey meaning; for example, emphasising an emotion or opinion * communicating as an active listener in group discussions; for example, using eye contact, facial expressions, gestures and posture |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| talk about cultural differences related to spoken communication  VC2EALC3L12 | * explaining differences between a home language and English at text, sentence and word levels * identifying and discussing cultural differences in non-verbal aspects of communication such as stance, proximity, gestures and eye contact * identifying cultural differences in classroom routines, including listening to others before speaking, turn-taking and putting their hand up * collaborating with home language peers to translate and/or explain differences in concepts |
| self-assess and improve aspects of spoken English language use to enhance communication  VC2EALC3L13 | * identifying key words in a text that may pose pronunciation problems, based on general guidance from the teacher, for example when asked ‘Highlight all the words ending in a consonant.’ * identifying specific difficulties with pronunciation, for example ‘I can’t tell the difference between “walk” and “work”.’ * seeking clarification from home language peers about new vocabulary and concepts * discussing and justifying a point of view on a familiar topic * rehearsing non-verbal communication for prepared presentations, for example with a partner and seeking feedback or by videoing themselves using a digital device, to enable reflection and self-assessment |
| draw on an extensive range of home language resources when listening and speaking  VC2EALC3L14 | * inferring the meaning and translation of unfamiliar words based on context and previous learning in a home language * making their own translations of specific words and phrases * crosschecking meaning in English and a home language to confirm accurate understanding of key concepts and vocabulary * contributing vocabulary found using dictionaries to classroom vocabulary lists * referring to home language or bilingual texts, such as glossaries, bilingual dictionaries and online translation tools, for explanation and clarification of new vocabulary and information |
| contribute to collaborative group work  VC2EALC3L15 | * contributing to a group by clarifying task goals, negotiating roles, requesting and responding to opinions, and suggesting action * asking clarifying questions in a variety of forms, for example ‘Do you mean that …?’ and ‘Could you please explain …?’ * drawing on home language resources to aid communication; for example, accessing information and taking notes |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| skim a range of texts with some contextual support for general meaning  VC2EALC3R01 | * reading a variety of common information texts that include images or diagrams * viewing multimodal texts, such as news reports, that combine audio, subtitles and video * reading menus or hyperlinks to navigate a website * reading and viewing classroom texts, including a variety of information and fictional text types, in print and digital formats * understanding background information associated with content and text type, including purpose and structure |
| scan a print text with some contextual support to find detailed information  VC2EALC3R02 | * skimming a text by identifying key words in the title, headings and topic sentences to determine the purpose and main idea of the text * scanning a text to extract details such as names, numbers, specific words and answers to questions |
| extract information from a range of visual representations, including tables, graphs and diagrams, with some teacher support  VC2EALC3R03 | * connecting information in visual representations and print texts * using captions, labels and topic knowledge to identify specific features on a diagram or illustration * interpreting bar, column and pie charts to compare different results |
| use contextual cues to infer meaning  VC2EALC3R04 | * using existing vocabulary knowledge to predict the meaning of compound words (such as ‘daydream’) or words with familiar base words (such as ‘unbroken’) * using information in a text, such as images, headings and adjacent sentences, to deduce meaning |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| compare the structures of different texts  VC2EALC3R05 | * defining the functions of features in texts from different curriculum areas, such as the contents page, index, annotated diagrams and headings * matching labels to functions for different parts of a text * comparing features of everyday or classroom texts on related topics, for example between a report and a review * understanding a range of classroom text types such as practical report, review and research project * discussing the purpose of individual features of a text such as headings in a pamphlet or images on a website * using modelled metalanguage to name and describe text features * using annotations, tables or Venn diagrams to record and communicate comparisons |
| identify the role of cohesive markers in a text  VC2EALC3R06 | * identifying cohesive markers in a text such as ‘also’, ‘finally’ and ‘however’ * understanding the words replaced by reference items, and tracing these reference chains through a long text such as ‘The team was reluctant to remain during the polar winter, when the sun may not be seen for over a month, as this is the most difficult time for Arctic exploration.’ |
| read texts with a range of sentence types, including complex and compound sentences with multiple clauses  VC2EALC3R07 | * understanding compound and complex sentences containing multiple clauses, for example by highlighting the clauses in compound sentences such as ‘The sun was shining brightly and the birds were singing sweetly.’ and ‘I went to the shop, but I forgot my credit card.’ and in complex sentences such as ‘As the sun was setting, the children were playing in the park.’ * understanding sentences containing some sophisticated features such as noun groups and modality, for example ‘The old, broken-down car was in the street.’, ‘I can speak French.’, ‘You may leave now.’ and ‘It might rain later.’ |
| identify agent, action and consequence in sentences using passive voice  VC2EALC3R08 | * understanding components of active and passive voice * comparing the structure of sentences in active and passive voice; for example, comparing ‘We completed the experiment.’ with ‘The experiment was completed by our group.’ * converting basic active sentences into passive voice and identifying the subject, and the agent, action and consequence in the modified sentence |
| read and understand sentences containing a wide range of descriptive language  VC2EALC3R09 | * understanding complex noun groups that use a range of pointers, counters, describers, classifiers and qualifiers, and concrete and abstract head nouns * understanding a range of adverbial phrases (such as ‘very tightly’) and prepositional phrases (such as ‘with a blue pen’) |
| identify thematic groupings of words in a text  VC2EALC3R10 | * grouping or classifying words with the same topic, theme or function, for example for ‘gravity’, ‘pull’ and ‘force’ * tracing word chains that refer to a particular idea in a text, for example for ‘Junk food contains harmful additives. Salt can cause heart problems, while sugar is linked to diabetes.’ * organising related words to show their relationships, for example in a word cline or on a word map |
| employ a range of strategies to decode words and phrases with increasing accuracy  VC2EALC3R11 | * applying knowledge of spelling conventions and phonic knowledge to unfamiliar words, for example to distinguish between ‘mat’ and ‘mate’ * learning an expanding repertoire of sight words from shared texts and classroom activities * recognising less familiar words that share common letter patterns but have different pronunciations, for example for ‘journey’, ‘your’, ‘tour’ and ‘sour’ |
| interpret an increasing range of punctuation marks  VC2EALC3R12 | * interpreting punctuation marks when reading aloud; for example, pausing at appropriate points in the text, and adjusting speech to reflect dialogue |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| respond to different cultural values and attitudes that are exemplified in texts  VC2EALC3R13 | * identifying explicit and implicit representations of culture in texts, for example for descriptions of cultural practices or moral judgements based on implied cultural values * comparing and contrasting their own cultural knowledge with aspects represented in texts * explaining familiar cultural references to others |
| select and read long complex texts, with teacher support  VC2EALC3R14 | * choosing a range of texts, including fiction and non-fiction, on diverse topics and with a variety of perspectives * identifying texts of interest based on comprehensible structure and language, and relevant topics * seeking advice from the teacher when selecting texts to read for pleasure or a specific purpose * inferring the meaning of unfamiliar words and reading on to maintain fluency, and then checking unfamiliar words in a dictionary after reading * using a bilingual dictionary or translation apps to search for new vocabulary and to crosscheck meaning in a home language and English |
| draw on an extensive range of home language resources when reading and viewing  VC2EALC3R15 | * inferring the meaning and translation of unfamiliar words, based on context and previous learning in a home language * making personal translations of specific words and phrases * using an accessible English or bilingual dictionary to check the meanings of unfamiliar words * crosschecking meaning in English and a home language to confirm accurate understanding of key concepts and vocabulary * contributing vocabulary found using dictionaries to classroom vocabulary lists * referring to home language or bilingual texts such as glossaries, bilingual dictionaries and translation apps for explanation and clarification of new vocabulary and information * using a home language and English to record spelling, meaning, translation and usage in a personal vocabulary list |
| contribute to shared reading activities, including personal responses  VC2EALC3R16 | * engaging with a range of texts such as poems, short stories, novels, films and songs * showing understanding of key events, characters and issues by retelling, transforming or extending parts of a text * expressing a point of view and connecting aspects of a text to personal experience * drawing basic inferences from a text; for example, describing the feelings of a character or suggesting the opinion of the writer |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write a simple argument or discussion  VC2EALC3W01 | * writing a narrow range of texts that present a point of view; for example, writing an argument or a discussion * referring to model texts or templates to structure texts logically and construct a cohesive argument; for example, using links between ideas and providing supporting arguments * expressing a point of view using subjective language (such as ‘I think …’) and some objective language (such as ‘Studies have shown …’) |
| write information texts showing an awareness of appropriate text structure, purpose and organisation of ideas  VC2EALC3W02 | * writing long, detailed information texts, such as reports, explanations and essays, on familiar topics * structuring a text and expressing ideas according to the conventions of the text type, by referring to a model text or template * incorporating information from personal experience, classroom activities and shared texts into their own writing |
| write imaginative texts showing an awareness of elements such as text structure or storyline and character  VC2EALC3W03 | * using structure and language drawn from templates and model imaginative texts, and experimenting with new forms in some places in their own texts * combining personal experience, ideas from other texts and imaginative detail into imaginative texts |
| use visual stimuli to convey information  VC2EALC3W04 | * presenting information in a range of visual and digital forms such as diagrams, graphs and maps * creating a narrow range of digital texts such as documents, slides, tables and simple graphs |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| plan and sequence information for a specified text using a model text  VC2EALC3W05 | * writing a range of texts for different curriculum areas such as reports, reviews and arguments * using a model text or template to plan the sections of a text using headings * grouping related information in a coherent sequence; for example, following a main idea with elaboration or a key argument with reasons |
| write cohesive texts for a range of purposes  VC2EALC3W06 | * connecting ideas and information at the whole-text level; for example, writing topic sentences to focus paragraphs or to connect paragraphs to the introduction and conclusion * ordering ideas in a paragraph so that they follow a logical sequence; for example, using chronological order or most common to least common examples * using cohesive devices at the sentence level; for example, including a range of conjunctions and connectives that show relationships of cause or time * using cohesive devices to connect ideas at the word level; for example, writing pronouns or synonyms to create chains of ideas |
| construct appropriate extended sentences using simple relative clauses and a range of common conjunctions  VC2EALC3W07 | * choosing appropriate sentence structure for purpose; for example, using imperatives for instructional texts, passive voice for procedural recounts and causal connectives in explanations * using some basic relative pronouns to produce complex sentences, for example in ‘They finally found the cure that they had been searching for.’ |
| use verb forms appropriate to text type  VC2EALC3W08 | * using appropriate verb forms for the purpose and text type; for example, using past tense for a reflective response and passive voice in a procedural recount * controlling a range of more complex verb tenses such as elaborated tenses (e.g. in ‘They had been waiting.’) and multi-word verb groups (e.g. in ‘I was not supposed to know.’) * controlling agreement for singular and plural nouns (e.g. in ‘My brothers go to high school and my sister goes to university.’) and countable and non-countable nouns (e.g. in ‘There were clouds but there was no rain.’) |
| use a range of expressions to qualify opinions  VC2EALC3W09 | * using modalities such as ‘may’ and ‘might’ to signify opinions, for example ‘The forest may be changed by this protest action.’ * writing formulaic expressions to introduce personal opinions, for example ‘In my view …’ and ‘I believe …’ * beginning to use subjective expressions to support their own opinions indirectly, for example ‘According to research …’ and ‘Many consumers think …’ |
| use a range of vocabulary to create nuance, mood and feeling  VC2EALC3W10 | * choosing vocabulary purposefully for a particular effect; for example, using some learnt colloquial or idiomatic phrases and humour appropriately * using a variety of synonyms to avoid repetition * understanding differences between specialised and colloquial language, for example between ‘feline’, ‘cat’ and ‘pussycat’ * building morphemic word families and exploring word origins, for example for ‘tricycle’, ‘tripod’ and ‘triangle’ * using knowledge of word origins and roots, and related words, to interpret and spell unfamiliar words, and learning about how these roots affect plurals (e.g. for ‘cactus’ and ‘cacti’, ‘louse’ and ‘lice’) * understanding how some suffixes change the grammatical form of words, for example that ‘-tion’ and ‘-ment’ can change verbs into nouns, such as ‘protect’ to ‘protection’ and ‘develop’ to ‘development’ * accessing resources to expand vocabulary; for example, using classroom texts, vocabulary lists and a print or online thesaurus |
| employ a range of strategies to spell words with increasing accuracy  VC2EALC3W11 | * using knowledge of known words and base words to spell unfamiliar words; for example, knowing the spelling and meaning connections between ‘vision’, ‘television’ and ‘revision’ * applying knowledge of spelling generalisations to spell unfamiliar words such as ‘suitable’, ‘likeable’ and ‘collapsible’ * referring to print and digital charts, dictionaries and texts to check and confirm spelling |
| use punctuation marks to create effects in writing, such as pauses and emphasis  VC2EALC3W12 | * using a range of punctuation consistently such as full stops, commas, colons, exclamation marks, question marks and apostrophes * using commas to indicate pauses and separate clauses * using punctuation to create effects in writing; for example, including commas or ellipses to indicate pauses and adding an exclamation mark to emphasise a point * applying correct punctuation for direct speech and quotations most of the time |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand how the purpose and audience of a text can influence content and form  VC2EALC3W13 | * drawing on knowledge of text types, including home language texts, to identify an appropriate text type to use; for example, writing a report to communicate information or an expositional essay to argue a point * drawing on previous learning, notes and templates to plan the structure of a text, showing text organisation and sequence of ideas * designing layout and visual features to suit purpose and audience; for example, using bright colours in an illustrated story for children * formatting texts appropriately for purpose and audience; for example, choosing font styles, text alignment and dot points * transforming texts to suit a different purpose or audience; for example, converting information on a road safety website for learner drivers to a pamphlet for older drivers * using a range of metalanguage related to text and language such as ‘topic sentence’, ‘verb’ and ‘pronoun’ |
| revise and edit texts, with support from peers and the teacher  VC2EALC3W14 | * using different strategies to read for different purposes when revising; for example, reading aloud to check meaning and reading a sentence backwards to check spelling * checking texts for accuracy, including accuracy of grammar, spelling and punctuation * looking up synonyms and antonyms in print resources such as bilingual dictionaries, charts and vocabulary lists * recording a personal vocabulary list that includes English and home language(s), and details such as meaning, usage and related terms |
| draw on an extensive range of home language resources when writing  VC2EALC3W15 | * using a home language and English dictionary to record spelling, meaning, translation and usage in a personal vocabulary list * inferring the meaning and translation of unfamiliar words, based on context and previous learning in a home language * making their own translations of specific words and phrases * recording unfamiliar words in personal notes or vocabulary lists, with translations in a home language or examples from texts |
| contribute to shared writing events  VC2EALC3W16 | * evaluating their own and peers’ writing with reference to model texts and editing checklists * discussing language choices about purpose and audience; for example, reflecting on word choices in a persuasive text * preparing for a student-led parent conference |

## Level C4

### Level description

The Level C4 curriculum supports students who have had 3 to 4 years of age-appropriate formal instruction in English language and literacy, and extended exposure to home language literacy, to expand their knowledge, understanding and skills in relation to English to make them more autonomous users of language. Through structured immersion in English and the use of plurilingual and cultural strategies, students learn to use their expanding vocabulary and knowledge of a wide range of grammatical features to engage in increasingly complex exchanges in English. They participate in a variety of listening and speaking opportunities and develop their control of stress, rhythm and intonation during verbal interactions. They move beyond the literal understanding of language and comprehend how some abstract information is articulated in English.

Students explore a variety of familiar and unfamiliar print and digital texts, including visual, multimodal and interactive texts. They learn strategies that help them to read unfamiliar texts and to deduce meanings of unfamiliar words, including using bilingual dictionaries to crosscheck meaning in their home language(s) and English. They begin to extract information from complex texts by learning how to identify key ideas. They participate in language analysis and evaluation of increasingly complex texts.

Students write with autonomy for a range of purposes. They are encouraged to develop their capacity to extend and connect their ideas and write sustained information and fictional texts. In response to feedback and self-assessment, they learn to draft and edit their writing to enhance fluency, clarity, accuracy and appropriateness for purpose, audience and context. They learn to present their writing in a range of print and digital forms.

### Achievement standard

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.

### Content descriptions and elaborations

#### Strand: Listening and Speaking

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| understand the point of view and message of an unfamiliar speaker, with minimal contextual support  VC2EALC4L01 | * listening actively to other speakers to respond to or build on their contributions in discussions * using information from contextual scaffolding (such as relevant background knowledge previously provided) to identify main topics and key words * applying knowledge of text structures such as introduction and topic sentences to predict key messages and recognise repeated discourse markers * interpreting non-verbal and evaluative language to deduce a speaker’s mood and/or feelings about a particular topic |
| extract key information or ideas from a variety of spoken texts across the curriculum, with minimal contextual support  VC2EALC4L02 | * accessing and comprehending a range of cross-curricular and multimodal texts such as a guest speaker’s talk, a short film and a podcast (with captions if needed) * taking notes from short talks and mini-lectures with reduced support; for example, using broad headings rather than topic-specific questions * listing arguments of a speaker, identifying the tone |
| 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 | * participating in a range of classroom exchanges, including pair and group work and class discussions * initiating classroom exchanges for a range of purposes; for example, making statements, giving instructions, asking questions, articulating opinions, offering a suggestion and/or justification, or engaging in analysis, evaluation and/or critique * negotiating with peers or teachers in a wide range of situations, for example when planning work or brainstorming ideas * contributing to conversations with a range of people such as peers, teachers and visitors about a variety of topics, for example in discussions about family or future career * shifting register; for example, changing from talking about a classroom topic to making a request |
| prepare and deliver an extended formal presentation that reflects a clear progression of ideas relevant to the audience, context and purpose  VC2EALC4L04 | * using organisational features of texts, including multimodal texts, to structure and connect complex ideas logically; for example, using topic sentences or preview and review * developing an appropriate style of speech for a purpose such as to inform, persuade or entertain * planning and rehearsing to enhance structure, content, language and presentation style * constructing a piece of text, such as a persuasive text, that flows logically and cohesively, has been researched and includes well-supported arguments using sophisticated vocabulary * speaking confidently using oral presentation skills, for example by making eye contact and using appropriate gestures, tone, register and intonation |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| sustain complex ideas and information in coherent spoken texts, taking account of audience, context and purpose  VC2EALC4L05 | * understanding and applying organisational features of a range of spoken texts, from informal discussions to formal spoken and multimodal presentations; for example, using appropriate structure and well-sustained arguments supported by factual details * presenting a logical sequence of information in prepared and impromptu spoken texts |
| produce extended speech using a range of cohesive devices and signal words to connect ideas  VC2EALC4L06 | * extending and elaborating in spoken texts by giving details such as cause, contrast and evidence * using a range of connectives (such as those related to time, sequence, result, contrast and addition) to indicate relationships, for example ‘unless’, ‘in that case’, ‘however’ and ‘this shows …’ * connecting multiple clauses using a range of coordinating and subordinating conjunctions, for example in ‘Because of the flooding, they could not access their house and had to evacuate to the school instead.’ * using pronoun references to maintain cohesion throughout an extended speech * using appropriate metalanguage, for example in displays and explanations |
| formulate extended topic-related verb groups with increasing control over grammatical features  VC2EALC4L07 | * choosing from a wide range of action, saying, sensing and relating verbs such as ‘construct’, ‘produce’, ‘appreciate’ and ‘prefer’ to express precise meaning * using extended verb groups, for example in ‘about to start packing up’ and ‘would not want to be noticed’ * expressing more complex verbs using elaborated tenses, for example in ‘hadn’t noticed’ and ‘we’re getting hungry’ * expressing modality through words such as ‘may’ and ‘might’ * using a range of expressions to structure a point of view, including conjunctions (such as ‘because’ and ‘so’), subjective language (such as ‘I believe that …’) and objective language (such as ‘Evidence shows that …’), and rebutting or clarifying an argument, for example ‘No, I mean that there should be an extra tax on soft drinks.’ * using nominalisation to make a spoken text more sophisticated, such as in reference to globalisation, sustainability or sustenance |
| use a range of extended descriptive phrases  VC2EALC4L08 | * expanding the detail in statements by using a range of grammatical features including adverbs, noun groups and more complex verb phrases, for example in ‘I eventually finished reading that very interesting and sometimes challenging book.’ * building noun groups using a range of adverbs, prepositional phrases and relative clauses, for example in ‘the unusual colours of the bird’s tail feathers, which help it camouflage in the grass’ * choosing appropriate vocabulary to construct noun groups for imaginative or informative texts, for example ‘a flock of colourful parrots’ and ‘less than 10 per cent of native seed-eating birds’ |
| use words with multiple meanings across curriculum areas  VC2EALC4L09 | * experimenting with a range of vocabulary learnt from different curriculum areas in spoken texts such as discussions and presentations * using different technical and everyday meanings of words; for example, using ‘state’ in reference to a territory, a state of matter and a state of affairs * using familiar root words, prefixes and suffixes to make predictions about the meanings of unfamiliar words in a specific curriculum area * including idiomatic and colloquial language appropriately and spontaneously in discussions |
| use pronunciation and word stress accurately  VC2EALC4L10 | * identifying different accents according to sociocultural or geographical background * experimenting with different ways of pronouncing the same sounds for effect |
| apply sentence stress, intonation and paralinguistic (non-verbal) features purposefully  VC2EALC4L11 | * modelling intonation, volume, stress and pacing on the speech of others such as teachers, peers, performers and presenters * adjusting features of speech to support and convey meaning; for example, modifying mood in storytelling or giving emphasis in persuasive speech * using intonation, volume and stress to emphasise an opinion or emotion, for example ‘That is NOT what happened.’ * using a range of paralinguistic (non-verbal) features to enhance communication; for example, making eye contact and using facial expressions, gestures and posture |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse and evaluate similarities and differences in spoken language use across cultures  VC2EALC4L12 | * sharing observations about and identifying similarities and differences in ways of communicating meaning in a home language and English; for example, discussing text structure, grammar, idioms and culturally specific ways of communicating * recognising shifts between formal and informal registers in response to purpose and context * identifying the appropriate register by matching elements of body language, voice, expression and use of personal or impersonal language * identifying the adaptations needed for spoken language in common classroom interactions so it is appropriate to a particular context, purpose and audience * asking questions about points of pronunciation and grammar, for example ‘Why is it “the car door” and not “the car’s door”?’ |
| employ a range of strategies to enhance comprehension and production of spoken English  VC2EALC4L13 | * identifying patterns of pronunciation that pose difficulty in their own speech; for example, noting the articulation of final consonants or a specific vowel sound, or inappropriate word stress * rehearsing pronunciation with a partner or recording pronunciation using a digital device for self-assessment, in order to make improvements * using a range of strategies to clarify their own meaning; for example, recasting, defining and using a range of synonyms * collaborating with home language peers to clarify new vocabulary and ideas and to formulate home language terms and definitions * referring to a home language or bilingual glossaries, dictionaries, thesauruses or translation apps for explanation and clarification of new vocabulary and information * recording words and information in a personal dictionary or notes, using a combination of English and a home language, to indicate meaning, pronunciation and usage |
| draw on an extensive and varied range of home language resources when listening and speaking  VC2EALC4L14 | * inferring the meaning and translation of unfamiliar words, based on context and previous learning in a home language * making their own translations of specific words and phrases * using an accessible English dictionary or bilingual dictionary to check the meanings of unfamiliar words * crosschecking meaning in English and a home language to confirm accurate understanding of key concepts and vocabulary * contributing vocabulary found using dictionaries to classroom vocabulary lists referring to home language or bilingual texts such as glossaries, dictionaries or translation apps for explanation and clarification of new vocabulary and information |
| initiate and manage collaborative group work  VC2EALC4L15 | * initiating and contributing to group work, for example by articulating goals, negotiating roles, explaining ideas and taking action * engaging other group members in interacting and contributing to group tasks * drafting ideas and key points for discussion and/or taking notes in a home language |

#### Strand: Reading and Viewing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| identify, analyse and evaluate the main ideas in a range of complex and unfamiliar texts  VC2EALC4R01 | * summarising the nature and content of a text, including making evaluative comments in a range of forms, for example by using notes and visual texts * identifying and analysing the supporting ideas and evidence in a persuasive text to determine whether the main idea is justified |
| extract and evaluate relevant information in a range of texts  VC2EALC4R02 | * identifying the role of specific linguistic features and structures and evaluating their influence on meaning, for example for the role of extended metaphors such as in the short text Animal Farm |
| interpret and evaluate visual representations in a range of texts  VC2EALC4R03 | * understanding connections between print and visual aspects of a text * navigating texts using features such as contents pages, indexes, hyperlinks and navigation menus * locating, interpreting and explaining information from visual representations such as tables, graphs, images, diagrams and maps |
| interpret a text at literal and inferential levels  VC2EALC4R04 | * evaluating aspects of language and content that affect the relevance, reliability or accessibility of a text * inferring the meaning of an unfamiliar word or phrase by using contextual information such as the topic of a text, meaning of adjacent sentences and meanings of familiar words in the same sentence * making connections between a text and their own experience or other texts to draw inferences and make predictions * assessing the range of perspectives present in text, in order to draw a conclusion * inferring the opinion of the writer, based on the ideas and cultural understandings in a text |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| examine the role of the structures and features of texts from different curriculum areas  VC2EALC4R05 | * comparing and explaining the functions of features of texts, for example for an informative text and a persuasive text on the same topic * comparing and contrasting text structures and language features of texts from different curriculum areas (e.g. comparing reports from Science and History or essays from English and Art) through guided activities such as labelling and sequencing * transforming texts from one type to another using appropriate features; for example, transforming an interview transcript into a report |
| understand complex text connections used to link ideas across sentences and paragraphs  VC2EALC4R06 | * identifying connectives used to link ideas across a text, such as ‘nevertheless’ and ‘although’ * adding a range of conjunctions and connectives to a text to improve cohesion * sequencing parts of sentences into a longer cohesive text, using text connectives appropriately * tracking reference items across a complex text to follow ideas, for example by using pronouns, demonstratives and the definite article |
| understand complex language  VC2EALC4R07 | * understanding sentences containing complex features such as embedded clauses, noun groups and modality, such as ‘If the temperature rises, the polar caps may melt, resulting in …’ * connecting and transforming simple sentences using a range of grammatical structures to create extended compound and complex sentences |
| understand a range of verb forms in particular text types  VC2EALC4R08 | * understanding complex verb groups, including elaborated tenses (such as in ‘had not realised’), extended verb groups (such as in ‘did not expect to be found’) and modality (such as in ‘need to consider’) * recognising verb forms that are used in particular text types; for example, noting the passive voice in procedural recounts |
| read and understand complex descriptive language  VC2EALC4R09 | * understanding extended noun groups that use adverbs, prepositional phrases and relative clauses, such as in ‘the many ways in which groups of monkeys communicate through sound’ * extending simple descriptive sentences to make more complex sentences; for example, changing ‘The sprinkler was refreshing.’ to ‘The cool water from the sprinkler sprayed our scorched faces.’ |
| recognise and use a wide range of words, including unusual and technical words and phrases, with accuracy  VC2EALC4R10 | * recognising some key word origins, including Greek roots, for example for the origins of the words ‘athlete’, ‘pentathlon’ and ‘decathlon’ in the Greek root ‘ath’ (meaning ‘contest’ or ‘outstanding skill’), ‘pent’ (referring to the number 5) and ‘dec’ (referring to the number 10) * expanding knowledge of prefixes and suffixes, and exploring how the meaning changes in words such as ‘dis + appearance’, ‘sub + marine’, ‘sub + terranean’, ‘poison + ous’ and ‘nerv + ous’ |
| recognise and use a wide range of spelling conventions  VC2EALC4R11 | * applying accumulated knowledge of a wide range of letter patterns and spelling generalisations to spell unfamiliar words such as ‘ratio’ and ‘synthesis’ * explaining spelling generalisations; for example, knowing how the following words are spelt, and why: ‘reliability’, ‘handkerchief’, ‘receive’, ‘lollies’, ‘trolleys’, ‘climbing’, ‘designed’ and ‘emergency’ * spelling technical words such as ‘metaphorical’, ‘biology’ and ‘biodegradable’ by applying morphemic knowledge * understanding how to use spelling rules, base words, suffixes, prefixes, spelling patterns and word origins (including Greek and Latin roots) to learn how to spell unfamiliar words |
| understand most symbols and changes of font style and how they contribute to or change the meanings in a text  VC2EALC4R12 | * identifying changes in font style (such as italic and bold) and recognising symbols or icons, explaining their function, for example that bold words have greater emphasis, … (ellipsis) means words are missing and a smiley face emoji means ‘happy’ |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse and evaluate specific characteristics and features of English texts in relation to home language(s)  VC2EALC4R13 | * comparing features of texts in English and a home language, such as text structure, use of evidence, levels of formality and vocabulary choices * comparing the structure and language of texts for different audiences or purposes related to the same topic across languages, such as a car advertisement and a road safety pamphlet * analysing and interpreting the differences in language choices and organisation of particular text types in relation to their purpose, audience and context * identifying words and idioms for which there is no direct translation, and discussing the reasons for this * comparing the connotations of key words in English and a home language, referring to a dictionary or thesaurus in each language * identifying and explaining different points of view that are represented in texts, and suggesting perspectives that are missing |
| read a wide range of long complex print and digital texts independently  VC2EALC4R14 | * selecting a variety of print and digital texts to read independently * reading on their own for a variety of purposes; for example, reading a narrative text for enjoyment, analysing an argument in a persuasive text and evaluating content in an information text * locating information on a research topic using library resources and online materials, including appropriate search engines * using a bilingual dictionary, thesaurus or online tool to search for synonyms and antonyms for a known word in one language * crosschecking meaning in a home language and English to confirm accurate choice of vocabulary * contributing vocabulary found using dictionaries and other resources to classroom vocabulary lists * recording and organising ideas while reading, for example by using annotations, mind maps and tables |
| draw on an extensive and varied range of home language resources when reading and viewing  VC2EALC4R15 | * inferring the meaning and translation of unfamiliar words based on context and previous learning in a home language * making their own translations of specific words and phrases * using an accessible English dictionary and/or bilingual dictionary to check the meanings of unfamiliar words * crosschecking meaning in English and a home language to confirm accurate understanding of key concepts and vocabulary * contributing vocabulary found using dictionaries to classroom vocabulary lists * referring to a home language or bilingual texts such as glossaries, dictionaries and translation apps for explanation and clarification of new vocabulary and information |
| contribute to and lead shared reading activities, including eliciting and communicating personal responses  VC2EALC4R16 | * reading a range of texts with diverse issues and perspectives, and sharing their personal views with peers * identifying and responding to a range of cultural and literary representations, perspectives and stereotypes in texts * comparing or contrasting views represented in texts with different cultural values, including personal experiences, and sharing with peers * responding to imaginative texts, showing a sound understanding of key events, characters and issues * interpreting the feelings of a character at different points in a text and discussing views with a small group of peers * forming conclusions and personal opinions about a text and comparing to the views of others * contributing to a book club or discussion group on a specific text |

#### Strand: Writing

##### Sub-strand: Communication

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write an extended argument or discussion on a specific issue  VC2EALC4W01 | * writing a range of texts that present and justify a point of view, such as arguments, discussions and debates * building cohesive arguments, for example by showing supporting evidence, development of ideas and rebuttal * using a wide range of objective language to express points of view indirectly, for example ‘Evidence shows that …’ and ‘The film clearly indicated that …’ |
| write extended information texts conveying a variety of aspects of topics from across the curriculum  VC2EALC4W02 | * writing a range of texts used across the curriculum, such as historical essays, reports, procedures, recounts and explanations, with reference to templates and models * writing extended information texts reflecting the structure and language of the text type * incorporating information from 2 or 3 sources used in the classroom into their own writing |
| write extended imaginative texts showing an awareness of audience and purpose, with teacher prompts  VC2EALC4W03 | * expressing personal opinions and creative ideas through a range of text types; for example, writing a personal diary, a response to a set text and contributions to an online discussion * adopting the structure and language used in templates and model imaginative texts, experimenting with new forms in some parts |
| incorporate visual features into extended texts  VC2EALC4W04 | * producing texts in a range of digital formats; for example, using slides, infographics, simple websites and videos * creating or adapting a range of visual features such as illustrations, diagrams, graphs, tables and maps * referring to images in text, for example ‘In Figure 1 …’ and ‘The image shows …’ |

##### Sub-strand: Text structures and linguistic features

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| write a range of extended texts using a structure appropriate to each text type  VC2EALC4W05 | * constructing a range of clearly structured and cohesive texts from different curriculum areas, such as reports, arguments, discussions and reviews * using model texts and templates to inform the structure of print texts, making some adaptations to suit the particular purpose, audience and content of each text |
| write a range of cohesive texts with accuracy  VC2EALC4W06 | * connecting ideas at the whole-text level using organisational features; for example, writing a detailed introduction containing a preview of key ideas and a conclusion containing a clear summary * writing cohesive paragraphs with logical connections between ideas in each sentence * using connectives to show contrast (such as ‘however’, ‘nevertheless’ and ‘although’), sequence (such as ‘finally’ and ‘subsequently’), addition (such as ‘additionally’ and ‘furthermore’) and consequence (such as ‘therefore’ and ‘consequently’) * using pronouns to refer to repeated ideas in a section of text, for example in ‘The first reason … It is … This leads to …’ * using complex prepositions to show relationships between ideas, for example in ‘Among the causes …’ and ‘After the protests …’ |
| combine simple sentences into complex sentences using embedding structures  VC2EALC4W07 | * varying sentence structures to support the purpose of a text and create interest for a reader; for example, including rhetorical questions in an argument and varying sentence length within a paragraph * using embedded clauses to create complex sentences, for example ‘The Prime Minister, having lost the support of her party, began to look for new allies among her former rivals.’ * constructing complex sentences using sophisticated relative clauses, for example ‘This film, which was adapted from the novel of the same name, raises some challenging issues.’ |
| control a wide range of verb forms  VC2EALC4W08 | * controlling a wide range of tenses * attempting to write complex verb groups incorporating several elements such as time and negatives, for example in ‘I guess you are not planning to go.’ * using modal verbs, including with complex tenses, for example in ‘They should not have to go.’ and ‘This needs to be considered.’ |
| use relative clauses and adjectival expressions for descriptive purposes  VC2EALC4W09 | * writing relative clauses to add description, for example in ‘The group, which consisted of 4 men and 4 women …’ * writing complex adjectival phrases to describe concrete and abstract nouns in sentences, for example in ‘The most reliable and efficient product on the market …’ and ‘The convincing scientific evidence supporting this theory …’ |
| use an expanded vocabulary appropriate for the curriculum area  VC2EALC4W10 | * incorporating sophisticated vocabulary appropriate for the curriculum area, including subject-specific terms, antonyms, synonyms and abstract nouns, into their own writing * distinguishing between meanings of words in different contexts, such as the meanings of ‘complex’ in ‘psychological complex’, ‘complex issue’, ‘complex sentence’ and ‘residential complex’ * using imagery appropriately in a range of texts; for example, including metaphors and similes in a narrative to create nuance, mood and feeling * using some idioms or euphemisms learnt from reading and viewing diverse texts |
| spell words accurately using a range of strategies  VC2EALC4W11 | * spelling accurately a wide range of words including unusual and technical words, using knowledge of spelling conventions and patterns and of phoneme–grapheme correspondences * referring to dictionaries, online tools, curriculum area texts and a personal vocabulary list to check spelling * using translation apps to check accuracy of spelling |
| use a wide range of formatting and features, including punctuation marks, to add impact to writing  VC2EALC4W12 | * producing texts in a range of digital formats (such as text documents, slides, infographics, simple websites and videos) with applicable punctuation * using advanced writing and formatting functions in digital applications (such as a spellchecker, font styles and paragraph formatting) to vary punctuation and formatting features * using digital tools to add, format and edit images and tables, with guidance |

##### Sub-strand: Plurilingual and cultural strategies

| Content descriptions  *Students learn to:* | Elaborations  *This may involve students:* |
| --- | --- |
| analyse and evaluate the ways in which different cultural contexts, audiences and purposes influence function and form  VC2EALC4W13 | * choosing from a range of text types to communicate a message clearly; for example, writing an analytical essay or creating a short slide show to explain an issue to the class * identifying the context, purpose and audience of a text when planning and drafting * choosing and sustaining appropriate language for an intended audience and purpose; for example, using a formal register for an academic audience |
| revise and edit texts independently  VC2EALC4W14 | * re-reading drafted text and using specific vocabulary, idioms or quotations translated from a home language to emphasise a point * revising text to include technical language specific to a text type and curriculum area, for example when writing a report on a chemistry experiment * using advanced digital tools such as a spellchecker, font styles and paragraph formatting to improve writing |
| draw on an extensive and varied range of home language resources when writing  VC2EALC4W15 | * inferring the meaning and translation of unfamiliar words, based on context and previous learning in a home language * making their own translations of specific words and phrases * using an accessible English and/or bilingual dictionary to check the meaning of unfamiliar words * crosschecking meaning in English and a home language to confirm accurate understanding of key concepts and vocabulary * contributing vocabulary found using dictionaries to classroom vocabulary lists * referring to home language or bilingual texts such as glossaries, dictionaries and online translation tools for explanation and clarification of new vocabulary and information |
| contribute to and lead shared writing events  VC2EALC4W16 | * managing group functions, explaining tasks and supporting peer participation using a home language as well as English * using a home language as well as English to generate additional ideas in brainstorming activities * seeking and giving feedback with peers on draft writing using a home language and English * giving and interpreting feedback in different formats, for example by using coloured or highlighter pens on print texts, typing comments on digital texts and completing a feedback checklist * incorporating feedback on a range of aspects; for example, redrafting a personal recount to edit out unnecessary detail |