

Focus areas in English: Annotation

The scope and sequence tab for the English curriculum includes a range of documents. These have been designed to assist teachers to view the curriculum in more detail and provide additional information on the focus area of each content description. Please note that the focus area information is not included on the digital version of the curriculum.

The focus area for each content description is indicated in italics

Victorian Curriculum Foundation–10		English – Level 2		VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY	
Mode	Reading and Viewing	Writing	Speaking and Listening		
Strand	Language	Language	Language		
Sub-strand	<i>Text structure and organisation</i>	<i>Text structure and organisation</i>	<i>Language variation and change</i>		
	<i>Purpose, audience and structure of different types of texts</i> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	<i>Text cohesion</i> Understand how texts are made cohesive by the use of resources, for example word associations, synonyms, and antonyms	<i>Language variation and change</i> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background		
	<i>Concepts of print and screen</i> Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams	<i>Punctuation</i> Recognise that capital letters signal proper nouns and commas are used to separate items in lists	<i>Language for interaction</i> <i>Language for social interactions</i> Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context		
			<i>Evaluative language</i> Identify language that can be used for appreciating texts and the qualities of people and things		
Sub-strand	<i>Expressing and developing ideas</i>	<i>Expressing and developing ideas</i>	<i>Expressing and developing ideas</i>		
	<i>Sentence and clause level grammar</i> Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction	<i>Spelling</i> Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words	<i>Vocabulary</i> Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose		
Sub-strand	<i>Visual language</i>	<i>Spelling</i>			
	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words	Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds			

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Strand	Language	Strand	Literature	Strand	Literacy
Sub-strand	Language variation and change	Sub-strand	Literature and context	Sub-strand	Texts in context
Focus area	Language variation and change <ul style="list-style-type: none"> How English varies according to context and purpose, including cultural and historical contexts 	Focus area	Literature and context <ul style="list-style-type: none"> How texts reflect the context of culture and situation in which they are created 	Focus area	Texts and the contexts in which they are used <ul style="list-style-type: none"> How texts relate to their contexts and reflect the society and culture in which they are created
Sub-strand	Language for interaction	Sub-strand	Responding to literature	Sub-strand	Interacting with others
Focus areas	Language for social interactions <ul style="list-style-type: none"> How language used for different formal and informal social interactions is influenced by the purpose and audience Evaluative language <ul style="list-style-type: none"> How language is used to express opinions, and make evaluative judgments about people, places, things and texts 	Focus areas	Personal responses to the ideas, characters and viewpoints in texts <ul style="list-style-type: none"> An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences Expressing preferences and evaluating texts <ul style="list-style-type: none"> Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference 	Focus areas	Listening and speaking interactions <ul style="list-style-type: none"> The purposes, contexts and skills through which students engage in listening and speaking interactions Oral presentations <ul style="list-style-type: none"> The formal oral presentations and related skills that students engage in, including presenting recounts and information, and presenting and arguing a point of view
Sub-strand	Text structure and organisation	Sub-strand	Examining literature	Sub-strand	Interpreting, analysing, evaluating
Focus areas	Purpose, audience and structures of different types of texts <ul style="list-style-type: none"> How texts serve different purposes and how the structures of types of texts vary according to the text purpose Text cohesion <ul style="list-style-type: none"> How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns Punctuation <ul style="list-style-type: none"> How punctuation works to perform different functions in a text. Concepts of print and screen <ul style="list-style-type: none"> The different conventions that apply to how text is presented on a page or screen 	Focus areas	Features of literary texts <ul style="list-style-type: none"> The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme Language devices in literary texts including figurative language <ul style="list-style-type: none"> The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry 	Focus areas	Purpose and audience <ul style="list-style-type: none"> Recognising and analysing differences between different types of texts Reading processes <ul style="list-style-type: none"> Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning Comprehension strategies <ul style="list-style-type: none"> Strategies for constructing literal and inferential meaning from texts, including visualising, making connections, paraphrasing and predicting Analysing and evaluating texts <ul style="list-style-type: none"> Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers
Sub-strand	Expressing and developing ideas	Sub-strand	Creating literature	Sub-strand	Creating texts
Focus areas	Sentences and clause level grammar <ul style="list-style-type: none"> What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex) Word level grammar <ul style="list-style-type: none"> The different classes of words used in English (nouns, verbs, etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups Visual language <ul style="list-style-type: none"> How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound 	Focus areas	Creating literary texts <ul style="list-style-type: none"> Creating their own literary texts based on the ideas, features and structures of texts experienced Experimentation and adaptation <ul style="list-style-type: none"> Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts 	Focus areas	Creating texts <ul style="list-style-type: none"> Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features Editing <ul style="list-style-type: none"> Editing texts for meaning, structure and grammatical features Handwriting <ul style="list-style-type: none"> Developing legible handwriting skills in English, beginning with unjoined letters and moving to joined letters Use of software <ul style="list-style-type: none"> Using a range of software applications to construct and edit print and multimodal texts
Sub-strand	Phonics and word knowledge				
Focus areas	Phonics and phonemic awareness (sounds of language) <ul style="list-style-type: none"> Knowledge of sounds of language and how these are combined in spoken words Phonic knowledge <ul style="list-style-type: none"> The relationship between sounds and letters and how these are combined when reading and writing Spelling <ul style="list-style-type: none"> Knowledge about how sounds (phonemes) are represented by letters or letter patterns; knowledge of meaning units within words (morphemes) and word origins 				