

## Structural organisers

### Language modes include:

- Reading and Viewing
- Writing
- Speaking and Listening

### Strands include:

- Language
- Literature
- Literacy

### Sub-strand information is now displayed.

Focus area information is shown on the charts located in the Scope and Sequence tab

## English

[Introduction](#)
[Curriculum](#)

Filter
Showing all levels
Showing all modes
Apply filters
Clear filters

View
Show
Level descriptions
Content descriptions
Achievement standards
Print this page

Previous
A B C D F 1 2 3 4 5 6 7 8 9 10
Next

### Level 5

**Level 5 Description**  
In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.  
[Show more](#)

**Level 5 Content Descriptions**

**Reading and Viewing**  
Language

**Text structure and organisation**  
Understand how texts vary in purpose, structure and topic as well as the degree of formality (VCELA1504)  
  
Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (VCELA1797)

**Expressing and developing ideas**  
Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (VCELA1511)

**Phonics and word knowledge**  
Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals (VCELA1513)

**Literature**

**Examining literature**  
Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different

### Level 6

**Level 6 Description**  
In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.  
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**Level 6 Content Descriptions**

**Reading and Viewing**  
Language

**Text structure and organisation**  
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (VCELA1518)

**Expressing and developing ideas**  
Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (VCELA1524)

**Literature**

**Responding to literature**  
Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (VCELT1614)

Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts (VCELT1615)

**Examining literature**  
Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate

### Level 7

**Level 7 Description**  
In Levels 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both...  
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**Level 7 Content Descriptions**

**Reading and Viewing**  
Language

**Expressing and developing ideas**  
Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance (VCELA1764)  
  
Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (VCELA1537)

**Language for interaction**  
Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (VCELA1782)

**Text structure and organisation**  
Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (VCELA1531)

**Literature**

**Examining literature**