

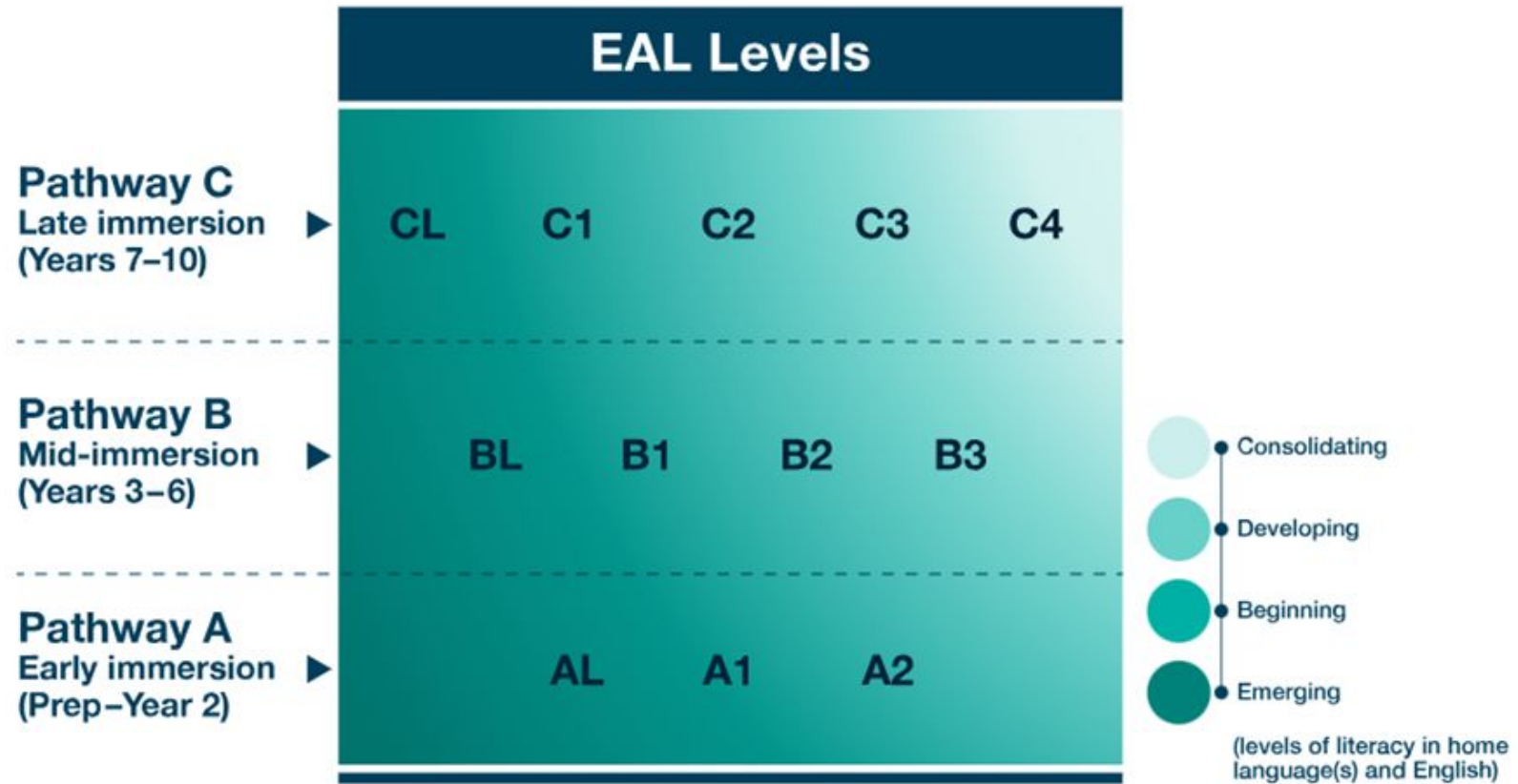


**Victorian F-10
EAL Curriculum 2.0**

Thursday, March 26th 2026

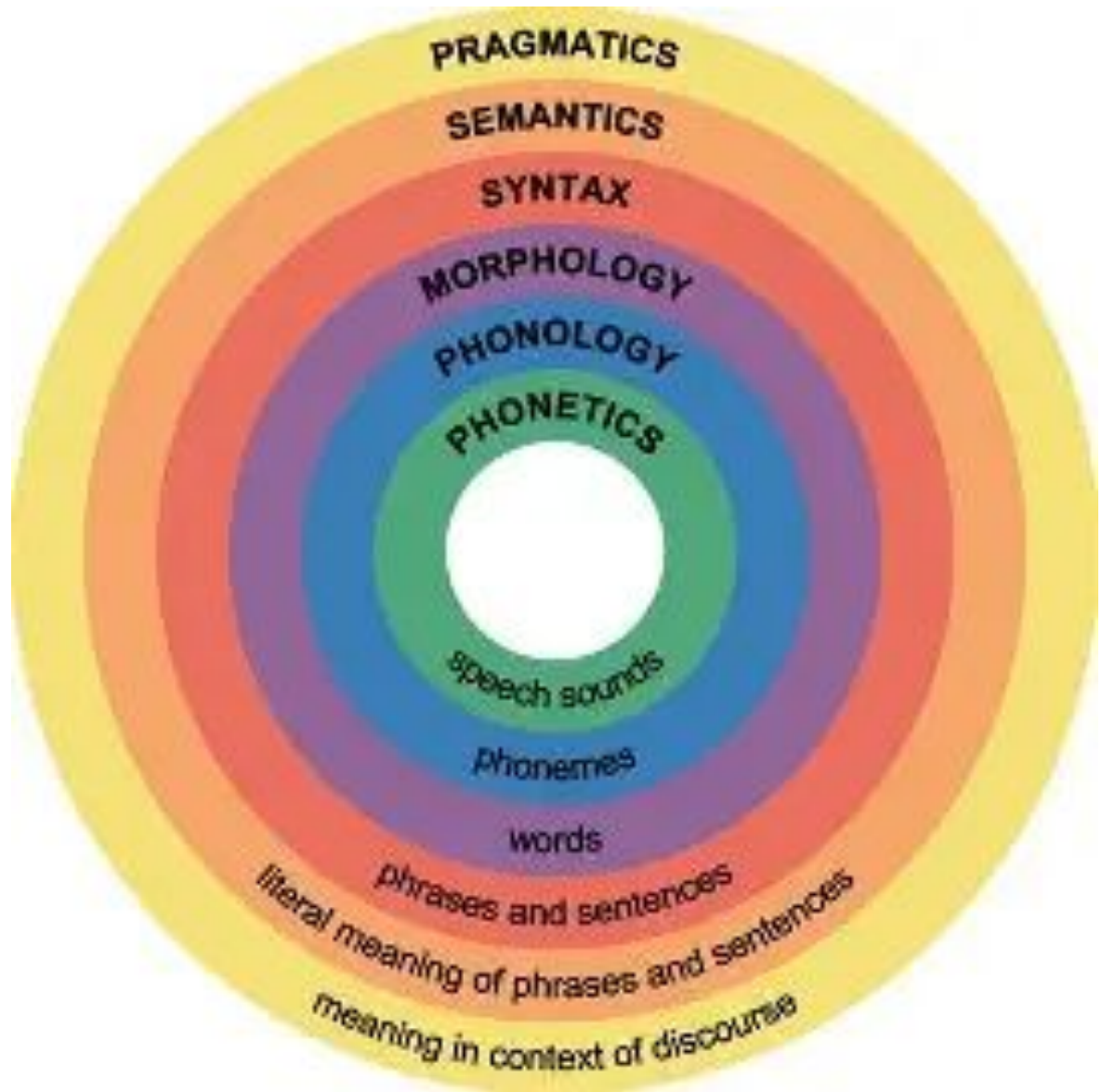
Mollie Daphne and
Rebekah Piper Jones

Overview



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

System of English Language



Content Descriptions

The knowledge, skills and understandings students are expected to develop at that pathway and level.

THINK:

- the destination
- the curriculum requirement
- what you are accountable to teach and assess



They are written broadly on purpose so schools can choose texts, topics and tasks that fit their context.

Content Descriptions

Content descriptions – Level A1

Listening and Speaking

Communication

Students learn to:

engage in active listening

VC2EALA1L01

[ELABORATIONS](#)

 COPY

Elaborations

What the teaching and learning could look like.

They are **optional examples**.

They illustrate ways a content description might be taught, learnt or demonstrated in classrooms.

THINK:

- possible activities
- scaffolds
- contexts
- kinds of evidence you might see

They are not extra things to cover and not a checklist.



Elaborations

Content description

Listening and Speaking > Communication

Students learn to:

engage in active listening

VC2EALA1L01

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ELABORATIONS

This may involve students:

- 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

**Content
Descriptions**



WHAT



Elaborations



HOW



VTLM 2.0

Elements of learning



Attention, focus and regulation

Refers to learning requiring students' attention and involving active engagement in a supportive and responsive learning-focused environment.



Knowledge and memory

Refers to students processing new information in their working memory, where they connect it with existing knowledge in long-term memory, building mental models that integrate and organise knowledge.



Retention and recall

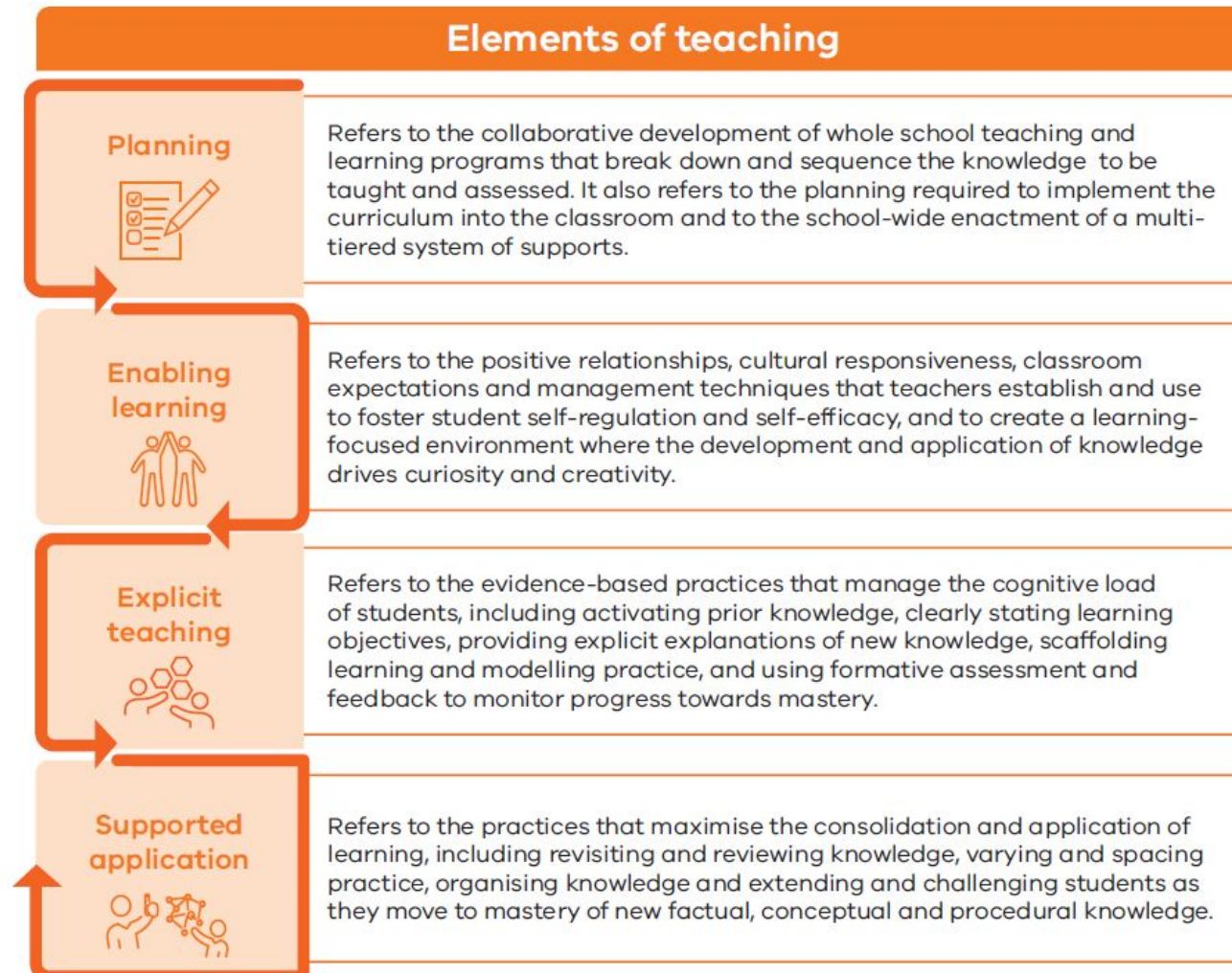
Refers to working memory being able to hold a small amount of information at once (cognitive load). If overloaded, new knowledge won't be effectively stored in long-term memory.



Mastery and application

Refers to consistent practice and retrieval, allowing students to develop and demonstrate mastery by retaining knowledge and understanding how to apply it effectively.

VTLM 2.0



Pathway A

- Early immersion (Prep-Year 2)



Level AL Reading

Content description

Reading and Viewing > Text structures and linguistic features

Students learn to:

recognise some letters of the alphabet and some sounds in words

VC2EALALR07

ELABORATIONS

This may involve students:

- 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'

Recognising and naming some letters of the alphabet

Multisensory learning:

- Air writing
- Tactile materials (playdough, felt or magnetic letters)
- Movement
- Visual/Auditory (songs, chants, videos)



Level A1 Reading

Content description

Reading and Viewing > Plurilingual and cultural strategies

Students learn to:

participate in shared reading activities, including reading aloud, with extensive teacher support

VC2EALA1R12

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ELABORATIONS

This may involve students:

- 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?'

Choral Reading

The Underwater Surprise

One day Sam went to the beach.

First, he played in the sand.

Then, he played in the water.

After that, he dived under the water.

He saw a crab.

“Oh no! A crab!” said Sam.

So he ran out of the water and sat on the sand.

What a surprise!



Level A2 Writing

Content description

Writing > Text structures and linguistic features

Students learn to:

write common nouns and adjectives in the correct order in formulaic structures

VC2EALA2W06

ELABORATIONS

This may involve students:

- 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.'

Explicit teaching of noun groups

Tuning In: Read text 'Senka's New Coat'



Vocabulary:

- Adjectives – red, blue, long, new, striped
- Parts of a coat – a hood, sleeves, fur, buttons, a zip, pockets

Explicit teaching of noun groups
































“**I do**”: Teacher models how to label vocabulary on picture using words from the text.

“**We do**”: Teacher and students label a new coat together.

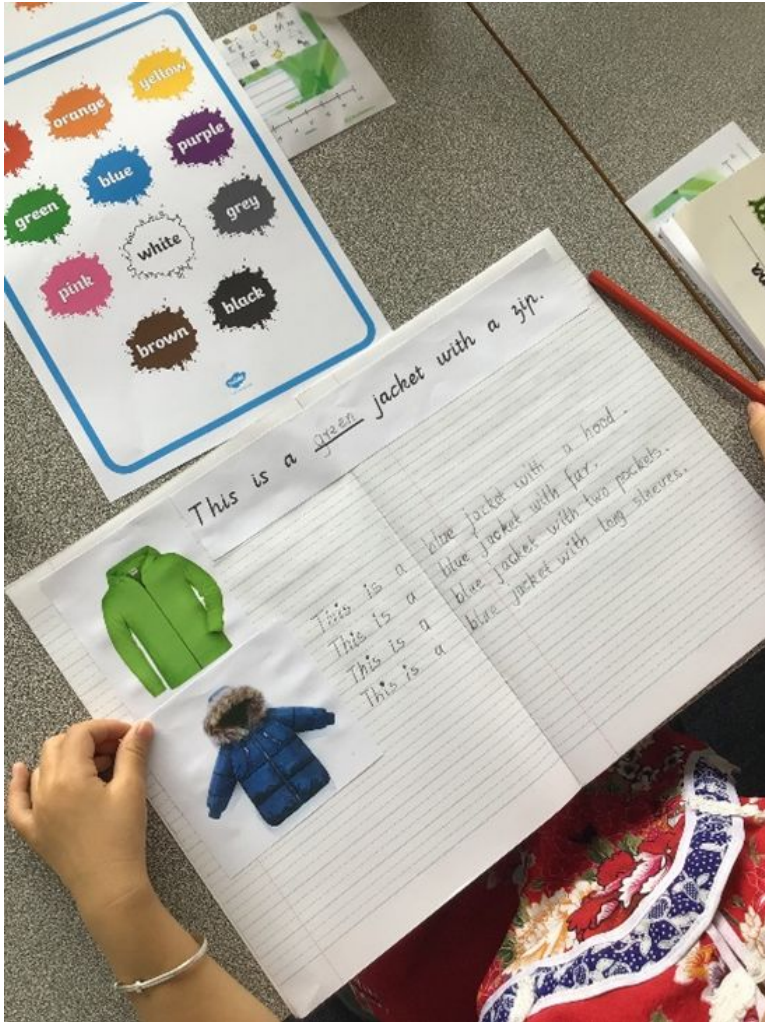
“**You do**”: Students label their own picture of a coat.



Explicit teaching of noun groups

Noun Group												
Pointer 	Adjectives 	Noun 	Qualifier (Tell me more) 									
a/an ... a pair of ...	<table border="1"> <tr> <td>opinion </td> <td>size </td> <td>shape </td> <td>texture </td> <td>age/condition </td> <td>colour </td> <td>pattern </td> <td>material </td> <td>purpose </td> </tr> </table>	opinion 	size 	shape 	texture 	age/condition 	colour 	pattern 	material 	purpose 		with ...
opinion 	size 	shape 	texture 	age/condition 	colour 	pattern 	material 	purpose 				
a	rainbow	coat	with a hood									
a	warm, dark blue	coat	with pockets									

Explicit teaching of noun groups



Content description

Writing > Text structures and linguistic features

Students learn to:

write common nouns and adjectives in the correct order in formulaic structures

VC2EALA2W06

ELABORATIONS

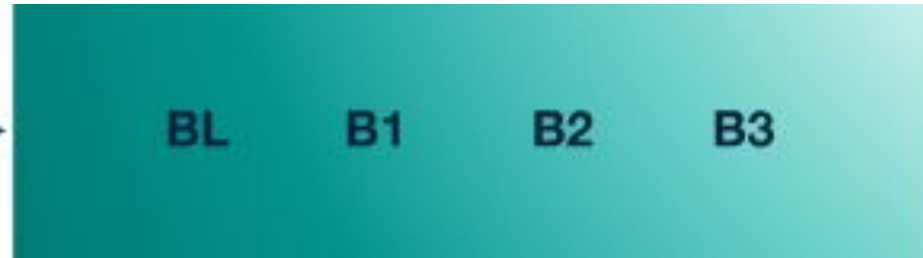
This may involve students:

- building short noun phrases using adjectives, for example 'the blue car'

Pathway B

- Mid-immersion (Years 3-6)

Pathway B
Mid-immersion
(Years 3-6)



(levels of literacy in home language(s) and English)

Level BL - Listening and Speaking

Content description

Listening and Speaking > Plurilingual and cultural strategies

Students learn to:

take turns to speak or listen during class interactions

VC2EALBLL15

ELABORATIONS

This may involve students:

- 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?'

Turn and Talk

Turn and Talk

Look at your partner

Listen to their words

Speak so only your partner can hear

Turn back to the front when done

Wait quietly



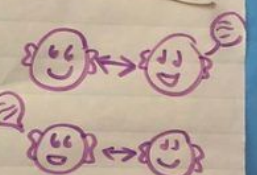

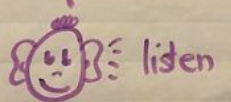

Turn and Talk

Looks like ○○

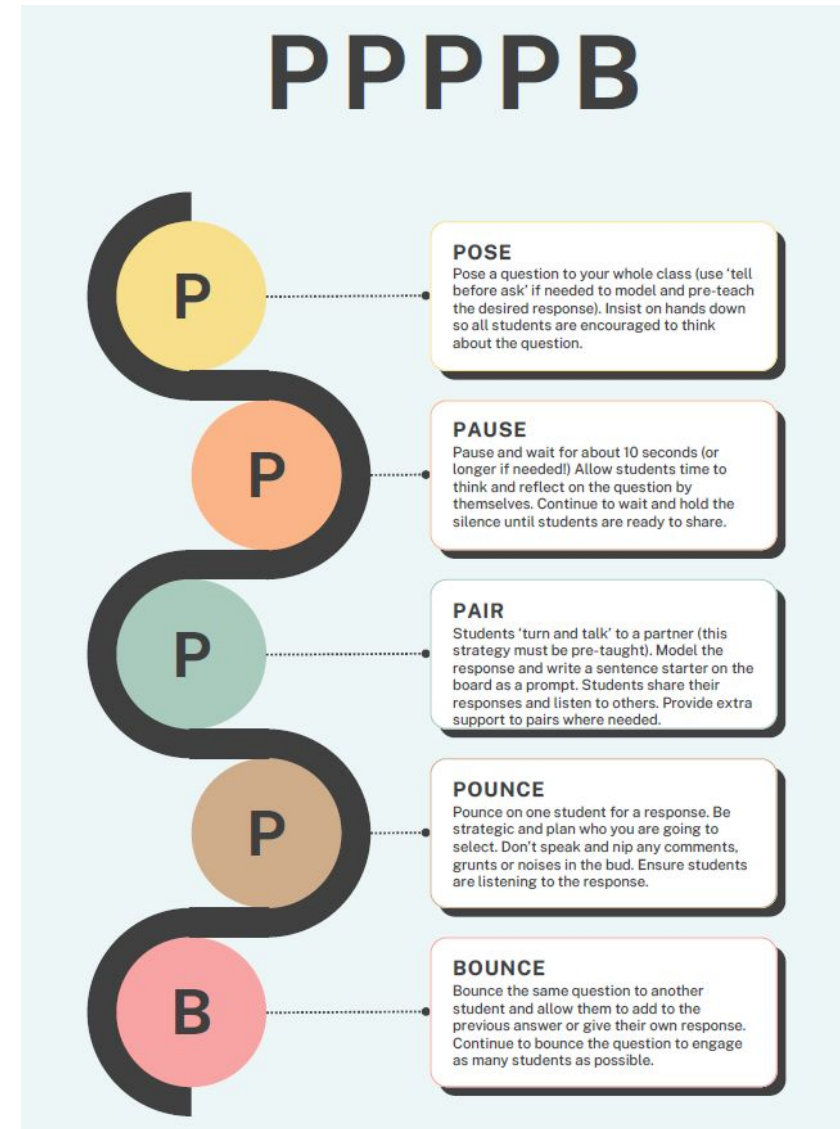
Sounds like ☞

You turn your **WHOLE** body to face your partner.

Taking turns talking and listening



Pose, Pause, Pair, Pounce, Bounce (PPPPB)



Level B1 - Writing

Content description

Writing > Plurilingual and cultural strategies

Students learn to:

draw on a range of home language resources to enhance learning when writing

VC2EALB1W14

 COPY

ELABORATIONS


This may involve students:

- 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

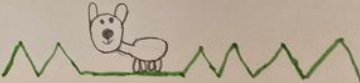
Plurilingualism

My favourite food is ice-cream because ice-cream is cold and I like cold.

My favourite animal is the puppy because puppy is cut.




بستنی



پا کونہ

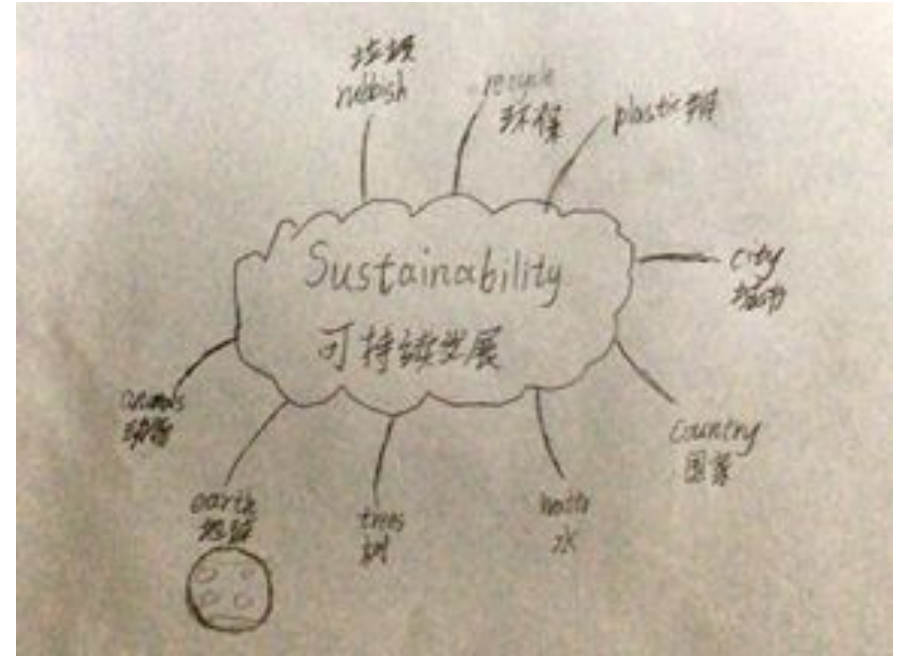
My favourite day of the week is Saturday.



Saturday

星期六

First we dug a huge hole and channel it to the sea. We cost 30 minute. I have so 達成感, because we cost 30 minute and I think every one try the best.



who? 誰? 	what? 什麼? ? 	where? 什麼地方/哪裡? 	when? 什麼時候? 
why? 為什麼? ? 	how? 怎樣? 	how much? 多少?(不可數) 	how many? 多少?(可數) 

Level B2 - Reading


Content description

Reading and Viewing > Text structures and linguistic features

Students learn to:

apply knowledge of phoneme–grapheme correspondences to read unfamiliar words, with some teacher support

VC2EALB2R11

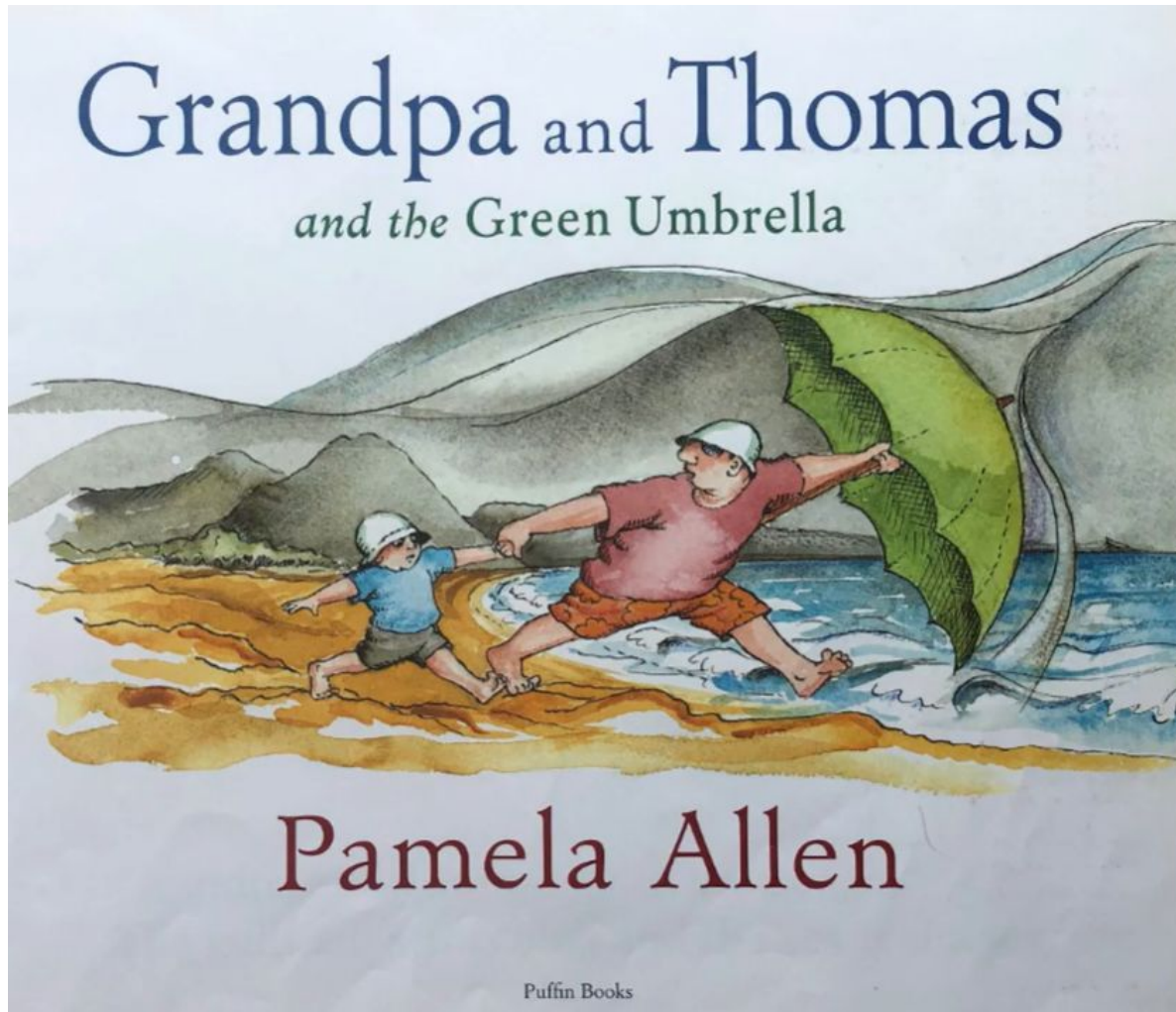
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ELABORATIONS

This may involve students:

- 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

Using Authentic Texts



Reading words with digraphs where one letter is not pronounced.

e.g. Thomas

Using Authentic Texts

The sun is going.
Grandpa shivers.
'I'm getting dressed,' says Grandpa.
'I am too,' says Thomas.



Using knowledge of phoneme-grapheme correspondences and familiar phonemes to make predictions about unfamiliar words.

e.g. shivers

shi - as in 'ship'

v - as in 'van'

ers - as in 'teachers'

Using Authentic Texts

The sun is hot.

Grandpa and Thomas spread out the big picnic rug and put up the green umbrella.

Thomas wears his hat.

Grandpa does too.

'You'll need sunscreen,' says Grandpa.

'You'll need some too,' says Thomas.



Breaking words in syllables and phonemes to read unfamiliar words.

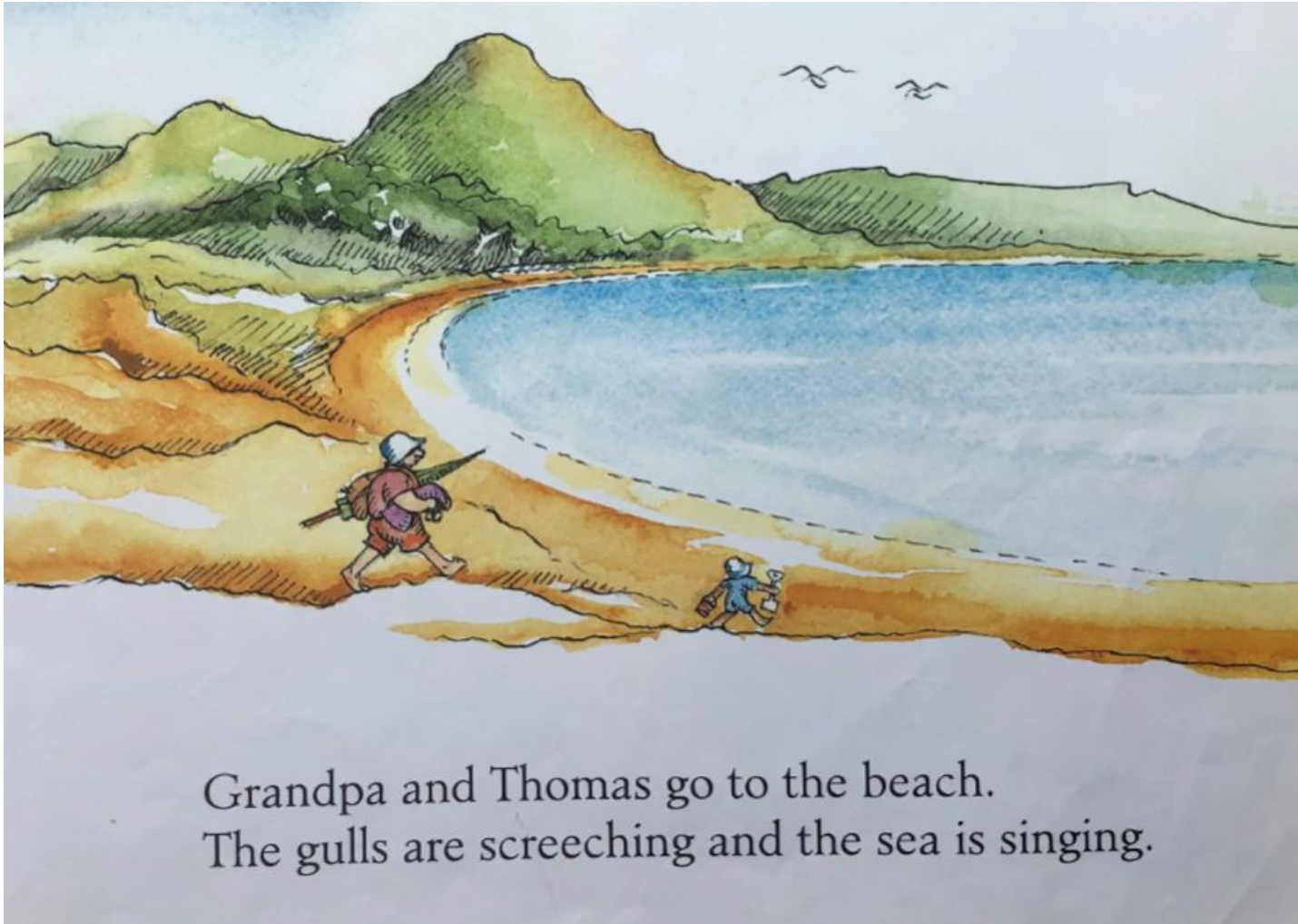
e.g.

syllables = pic/nic,

phonemes = /p/ /i/ /k/ - /n/ /i/ /k/

blend = picnic

Using Authentic Texts



Reading words with
vowel digraphs (ee, ea)

e.g.

beach

screeching

sea

Using Authentic Texts

The sun is hot.
Grandpa and Thomas spread out the big
picnic rug and put up the green umbrella.
Thomas wears his hat.
Grandpa does too.
'You'll need sunscreen,' says Grandpa.
'You'll need some too,' says Thomas.



Applying knowledge of less common sounds and words with similar letter patterns to alter pronunciation when reading aloud.

e.g.

'ea' as in 'sea' and 'beach'

vs

'ea' as in 'spread' and 'wear'

Making Connections

ch	ch	ch
choice	teacher	bench
change	sandwiches	rich
choose	watched	each
children		March
cheese		peach
Chinese		much
chocolate		teach
cherry		Sandwich
Chenxuan		watch
chips		
chair		
chopsticks		

- using knowledge of phoneme-grapheme correspondences and familiar phonemes

ur	ir	er
Thursday	Saturday	turn
nurse	hurt	
circle	bird	girl
first	1 st	
third	3 rd	thirteen
13	th	

- reading words with vowel digraphs such as 'ee', 'oo', 'ai', 'ay' and 'ea'

short oo	sound	long oo	sound
book	☐	zoo	
foot	↓	moon	
cook	☉	food	
look		afternoon	
wood		roof	
good	✓	school	✓
		tooth	
I read a book.		I eat food.	

Level B3 - Reading

Content description

Reading and Viewing > Text structures and linguistic features

Students learn to:

understand the cohesion of ideas between and within paragraphs in a range of texts

VC2EALB3R06

 COPY







ELABORATIONS

This may involve students:

- 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

Talk for Writing

Staying Safe at the Beach

<p><u>Introduction</u> Do you go to the beach?</p> <p>I think we can be safe in the water, on the sand and around animals.</p>	 
<p><u>Series of Arguments</u> Firstly, we can be safe in the water when we swim between the flags.</p> <p>Secondly, we can be safe on the sand when we are sun smart.</p> <p>Finally, we need to be careful around animals at the beach.</p>	  
<p><u>Conclusion</u> In conclusion, we must be safe in the water, on the sand and around animals.</p>	

Locating the topic sentence at the beginning of each paragraph of a text and finding key words to identify the main idea of each paragraph.

Paragraph Sequencing

<u>Title</u>	<u>Series of Arguments</u>
<u>Introduction</u>	<u>Conclusion</u>
<i>Second, there are some animals to avoid at the beach. Sharks sometimes swim near the shore so it is important to read the signs. There are also some venomous jellyfish and octopuses in the water. <u>So</u> you should always look around you before swimming.</i>	
<u>Staying Safe at the Beach</u>	
<i>First, the ocean water can be very dangerous. There are sometimes waves, rips and currents that are strong when you are swimming. <u>So</u>, you must swim between the red and yellow flags. The lifeguards will see you and keep you safe.</i>	
<i>If you remember these things, you will have an amazing day exploring <u>all</u> of the wonderful parts of the beach.</i>	
<i>Last, the sun at the beach is very strong. When you go there, you must always wear sunscreen and put on a hat and shirt. You can also sit under an umbrella to find some shade at the beach.</i>	
<i>In Australia, many people go to the beach to have fun. There are many things to do at the beach, but you still need to be careful of the water, the animals and the sun.</i>	

Reordering sentences in a paragraph to follow a logical order of ideas and language.

Firstly	The first reason is The final reason is First
Secondly	Second Another reason is The second reason is
Finally	The last reason is To begin with Lastly
In conclusion	In summary To sum up To conclude

Sentence Sequencing

<u>Title</u>	<u>Series of Arguments</u>
<u>Introduction</u>	<u>Conclusion</u>
In Australia, many people go to the beach to have fun.	
There are many things to do at the beach, but you still need to be careful of the water, the animals and the sun.	
If you remember these things, you will have an amazing day exploring <u>all...of</u> the wonderful parts of the beach.	
<u>Staying Safe at the Beach</u>	
Second, there are some animals to avoid at the beach.	
There are sometimes waves, rips and currents that are strong when you are swimming.	
So, you must swim between the red and yellow flags.	
The lifeguards will see you and keep you safe.	
You can also sit under an umbrella to find some shade at the beach.	
Sharks sometimes swim near the shore so it is important to read the signs.	
Last, the sun at the beach is very strong.	
When you go there, you must always wear sunscreen and put on a hat and shirt.	
So, you should always look around you before swimming.	
First, the ocean water can be very dangerous.	
There are also some venomous jellyfish and octopuses in the water.	

Sequencing sentences using conjunctions to make a cohesive paragraph.

Reference Items

Countries:
There 196 countries and each country has its own capital city, flags, symbols, cultures and languages. The largest country is Russia and the smallest country is the Vatican City.

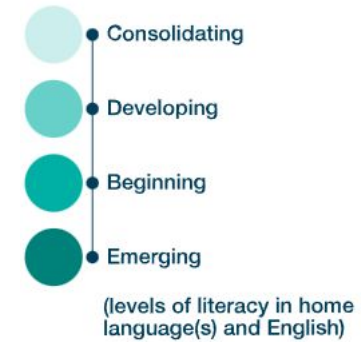
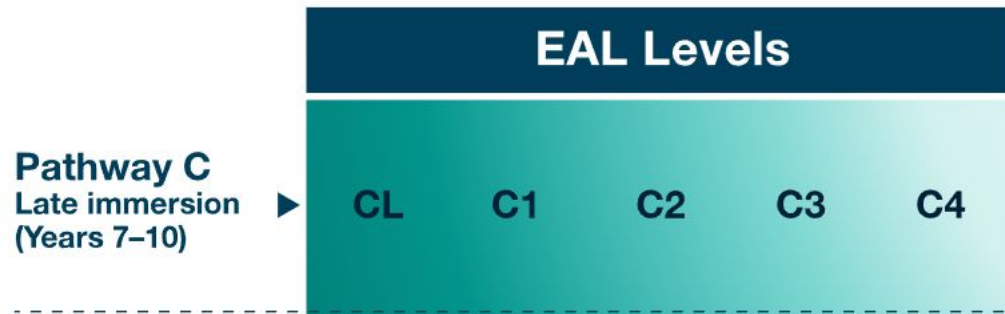
Spain is a country part of Europe and it has eight colours in the flag. Its national ^{animal} bird is Golden Eagle and its national language is spanish. Their nationality is Spaniards and their national food is Paella and Gazpacho. Their famous landmark is called La Sagrada Famillia in Barcelona.

Understanding items referred to by pronouns, and tracing these references through a text.

Reference items =
its, their

Pathway C

- Late Immersion Stage Year 7 -10



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

Explicit Instruction
process, store, and retrieve information



SCAFFOLDING



MODELLING



RETRIEVAL

CL

ELABORATIONS



This may involve students:

- 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

Model	Guide	Independent
<p>CL</p> <p>I went to the park.</p>	<p>I went</p> <p>(choose your preposition and tense)</p>	<p>Your turn...</p> <p>use simple verbs VC2EALCLW08</p>
<p>C1</p> <p>I walked lazily in the park.</p>	<p>I walked</p> <p>Choose your verb and adverb)</p>	<p>Your turn...</p> <p>use single clauses, or use simple coordinating and subordinating conjunctions to combine clauses VC2EALC1W07</p>
<p>C2</p> <p>The park has many plants and animals</p>	<p>plants and animals who..</p> <p>(extend with a prepositional clause)</p>	<p>Your turn...</p> <p>use adverbials and prepositions to provide simple detail VC2EALC2W09</p>
<p>C3</p> <p>The park is home to many endangered species</p>	<p>Use a synonym for endangered add a clause using a semi column</p>	<p>Your turn...</p> <p>use a range of vocabulary to create nuance, mood and feeling VC2EALC3W10</p>
<p>C4</p> <p>The industrial park is home to dancing giants of industry.</p>	<p>Create your own extended metaphor</p>	<p>Your turn...</p> <p>use an expanded vocabulary appropriate for the curriculum area VC2EALC4W10</p>

CL

- Explicit use and teaching of classroom language
- Scaffold participation in group work with sentence starters
- Dictogloss to develop listening skills with short text
- Teaching question format and simple command terms
- Teach simple sentence – simple tense, subject verb agreement
- Using recasts to teach pronunciation
- Teach pronunciation of 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'

CL English Text

Gardening is my favourite hobby. I own a small plot of land next to our house. Every day, I spend half an hour gardening. After returning from my morning walk, I go to my garden with a spade and a bucket of water.

identify what is being referred to by simple cohesive devices in a simple text

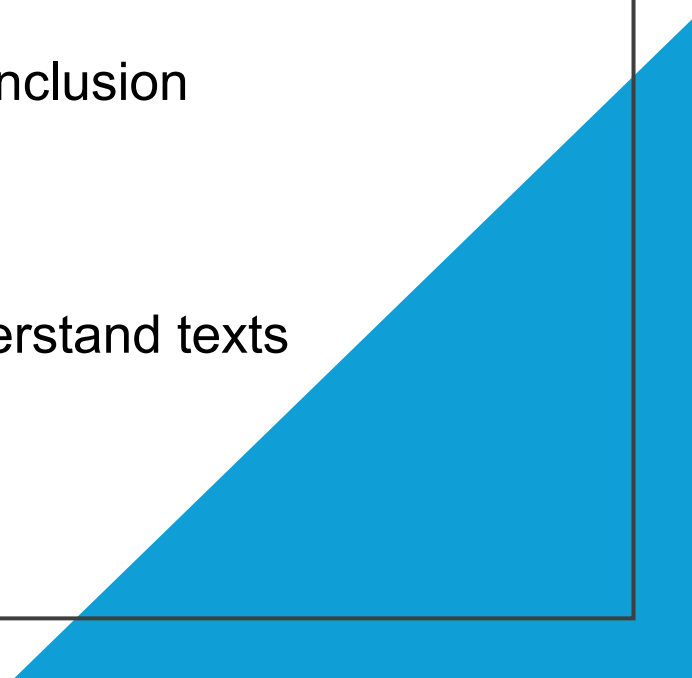
VC2EALC1R06

recognise words for everyday items and actions, and topic-specific vocabulary that has been taught

VC2EALC1R10



C1

- Expand context of language – emphasis on social and academic
 - Producing short texts, such as simple recounts, descriptions and instructions, for different purposes
 - identifying basic text structures such as introduction, body and conclusion
 - Verb forms, cohesion, noun groups, tense
 - Paralinguistic features
 - Extract information or use information cultural background to understand texts
 - Develop phonemic and phonological awareness
- 

Science Text

The **atoms** of each **element** are **unique**; no two elements have the same **atomic number**. **Atoms** also have the same number of electrons as it does protons, these electrons orbit the **nucleus** of the atom in layers called shells.

recognise common vocabulary and learnt topic-specific vocabulary from different curriculum areas

VC2EALC2R10

read texts that contain compound and complex sentences of 2 or 3 clauses

VC2EALC2R07

understand the function of punctuation marks

VC2EALC2R12



C2

- understanding and using structural features of some text types used in different curriculum areas such as procedures, reports and formal speeches – text structure across curriculum
 - constructing an expanding range of statements, questions and commands and modality
 - 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’
 - identifying a range of punctuation marks in text such as full stops, commas, question marks, quotation marks and semicolons
-

Compassion is the fundamental element of **humanity**. It is the driving force behind acts of kindness, charity, and selflessness. **Humanity** is important to protect cultural, religious, and geographical boundaries, as it is a universal language understood by all.

use contextual cues to predict meaning
VC2EALC2R04

apply knowledge of phoneme–grapheme correspondences to deduce the pronunciation of unfamiliar words
VC2EALC2R11

recognise common vocabulary and learnt topic-specific vocabulary from different curriculum areas
VC2EALC2R10

WORDS TO DESCRIBE

Humanity

www.Engdic.org

- Altruistic
- Benevolent
- Compassionate
- Empathetic
- Generous
- Magnanimous
- Merciful
- Noble
- Optimistic
- Patient
- Respectful
- Symptomatic

C3

- Skim, scan and extract information within a text
- Decode words and phrases
- Read text with more complex structure including passive forms and complex sentences
- Write a variety of text types
- Use nuanced language for mood and feeling
- Cultural values and attitudes to text
- Participate in formal and informal discussion and make formal presentations
- Use pronunciation to enhance meaning and make use of paralinguistic features

C3 Example

Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all.

read and understand complex
descriptive language

VC2EALC4R09

C4

- develop an appropriate style of speech for a purpose such as to inform, persuade or entertain
- extending and elaborating in spoken texts by giving details such as cause, contrast and evidence
- choosing from a wide range of action, saying, sensing and relating verbs such as 'construct', 'produce', 'appreciate' and 'prefer' to express precise meaning
- 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 spelling technical words such as 'metaphorical', 'biology' and 'biodegradable' by applying morphemic knowledge
- 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 appropriate metalanguage, for example in displays and explanations
- including idiomatic and colloquial language appropriately and spontaneously in discussions
- 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
- inferring the opinion of the writer, based on the ideas and cultural understandings in a text

C4 EXAMPLE

identify, analyse and evaluate the main ideas in a range of complex and unfamiliar texts

VC2EALC4R01

read and understand complex descriptive language

VC2EALC4R09

Virginia Woolf made an original contribution to the form of the novel, but was also a distinguished essayist, a critic for The Times Literary Supplement, and a central figure of the Bloomsbury group. Dialogic in style and continually questioning what may be the reader's opinion (her rejection of an authoritative voice links her to the tradition of Montaigne), her critical essays, when examined carefully, reveal a thematic and technical complexity that rivals her novels.

Achievement Standards

Guides the length of time it takes to develop functional English language skills for academic achievement.

- Observe majority of factors in achievement standards
- Meeting year level standards or norms

Classroom Inclusion

- Multimodal (written, visual and aural)
- Multilingual (signs, texts)
- Plurilingual aspects (translators)
- Assessment accessibility
- Explicit language teaching across curriculum

