

# AusVELS ENGLISH: Level 3



		Reading & Viewing	Writing	Speaking & Listening
LANGUAGE	<p>Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood, and types of sentences</p> <ul style="list-style-type: none"> <li>becoming familiar with typical structural stages and language features of various types of text, for example narratives, procedures, reports, reviews and expositions</li> </ul>	<p>Understand that paragraphs are a key organisational feature of written texts</p> <ul style="list-style-type: none"> <li>noticing how longer texts are organised into paragraphs, each beginning with a topic sentence/paragraph opener which predicts how the paragraph will develop and is then elaborated in various ways</li> </ul>	<p>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning</p> <ul style="list-style-type: none"> <li>learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately</li> </ul>	
	<p>Identify the features of online texts that enhance navigation</p> <ul style="list-style-type: none"> <li>becoming familiar with the typical features of online texts, for example navigation bars and buttons, hyperlinks and sitemaps</li> </ul>	<p>Understand that a clause is a unit of meaning usually containing a subject and a verb and that these need to be in agreement</p> <ul style="list-style-type: none"> <li>knowing that a clause is basically a group of words that contains a verb</li> <li>knowing that, in terms of meaning, a basic clause represents: what is happening; who or what is participating, and the surrounding circumstances</li> </ul>	<p>Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations</p> <ul style="list-style-type: none"> <li>identifying roles and collaborative patterns in students' own groups and pair work (for example initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting and checking individual and group understanding)</li> </ul>	
	<p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments</p> <ul style="list-style-type: none"> <li>noting how the relationship between characters can be depicted in illustrations through: the positioning of the characters (for example facing each other or facing away from each other); the distance between them; the relative size; one character looking up (or down) at the other (power relationships); facial expressions and body gesture</li> <li>observing how images construct a relationship with the viewer through such strategies as: direct gaze into the viewer's eyes, inviting involvement and how close ups are more engaging than distanced images, which can suggest alienation or loneliness</li> </ul>	<p>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense</p> <ul style="list-style-type: none"> <li>identifying different types of verbs and the way they add meaning to a sentence</li> <li>exploring action and saying verbs in narrative texts to show how they give information about what characters do and say</li> <li>exploring the use of sensing verbs and how they allow readers to know what characters think and feel</li> <li>exploring the use of relating verbs in constructing definitions and descriptions</li> <li>learning how time is represented through the tense of a verb and other structural, language and visual features</li> </ul>	<p>Examine how evaluative language can be varied to be more or less forceful</p> <ul style="list-style-type: none"> <li>exploring how modal verbs, for example 'must', 'might', or 'could' indicate degrees of certainty, command or obligation</li> <li>distinguishing how choice of adverbs, nouns and verbs present different evaluations of characters in texts</li> </ul>	
	<p>Recognise high frequency sight words</p> <ul style="list-style-type: none"> <li>becoming familiar with most high-frequency sight words</li> </ul>	<p>Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'</p> <ul style="list-style-type: none"> <li>using spelling strategies such as: phonological knowledge (for example diphthongs and other ambiguous vowel sounds in more complex words); three-letter clusters (for example 'thr', 'shr', 'squ'); visual knowledge (for example more complex single syllable homophones such as 'break/brake', 'ate/eight'); morphemic knowledge (for example inflectional endings in single syllable words, plural and past tense); generalisations (for example to make a word plural when it ends in 's', 'sh', 'ch', or 'z' add 'es')</li> </ul>	<p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs</p> <ul style="list-style-type: none"> <li>exploring examples of language which demonstrate a range of feelings and positions, and building a vocabulary to express judgments about characters or events, acknowledging that language and judgments might differ depending on the cultural context</li> </ul>	
		<p>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters</p> <ul style="list-style-type: none"> <li>recognising both grammatically accurate and inaccurate usage of the apostrophe in everyday texts such as signs in the community and newspaper advertisements</li> </ul>		

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LITERATURE	<p>Draw connections between personal experiences and the worlds of texts, and share responses with others</p> <ul style="list-style-type: none"> <li>discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text</li> <li>exploring texts that highlight issues and problems in making moral decisions and discussing these with others</li> <li>drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view</li> </ul>	<p>Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle</p> <ul style="list-style-type: none"> <li>drawing on literary texts read, viewed and listened to for inspiration and ideas, appropriating language to create mood and characterisation</li> <li>innovating on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel</li> </ul>	<p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons</p> <ul style="list-style-type: none"> <li>reading texts in which Aboriginal and Torres Strait Islander children/ young people are the central characters/protagonists and making links to students' own lives, noting similarities</li> <li>exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)</li> </ul>
	<p>Develop criteria for establishing personal preferences for literature</p> <ul style="list-style-type: none"> <li>building a conscious understanding of preference regarding topics and genres of personal interest (for example humorous short stories, school and family stories, mysteries, fantasy and quest, series books)</li> <li>selecting and discussing favourite texts and explaining their reasons for assigning greater or lesser merit to particular texts or types of text</li> </ul>	<p>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue</p> <ul style="list-style-type: none"> <li>creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text</li> <li>creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world</li> </ul>	
	<p>Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative</p> <ul style="list-style-type: none"> <li>identifying and discussing the use of descriptive adjectives ('in the middle of a vast, bare plain') to establish setting and atmosphere ('the castle loomed dark and forbidding') and to draw readers into events that follow</li> <li>discussing the language used to describe the traits of characters in stories, their actions and motivations: 'Claire was so lonely; she desperately wanted a pet and she was afraid she would do anything, just anything, to have one to care for'</li> </ul>		
	<p>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose</p> <ul style="list-style-type: none"> <li>identifying the effect of imagery in texts, for example the use of imagery related to nature in haiku poems</li> <li>exploring how rhythm, onomatopoeia and alliteration give momentum to poetry and prose read aloud, and enhance enjoyment</li> </ul>		

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	Reading & Viewing	Writing	Speaking & Listening
LITERACY	<p>Identify the point of view in a text and suggest alternative points of view</p> <ul style="list-style-type: none"> <li>discussing how a text presents the point of view of the main character, and speculating on what other characters might think or feel</li> <li>recognising that there is more than one way of looking at the same event and that stories seen through the eyes of one character privileges some aspects of the story over others</li> <li>speculating about what other characters might think or feel and retelling the story from other perspectives (for example 'Cinderella' from the view of the 'Ugly Sisters')</li> </ul>	<p>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose</p> <ul style="list-style-type: none"> <li>using print and digital resources to gather information about a topic</li> <li>selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact</li> <li>using appropriate simple, compound and complex sentences to express and combine ideas</li> <li>using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas</li> </ul>	<p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations</p> <ul style="list-style-type: none"> <li>participating in collaborative discussions, building on and connecting ideas and opinions expressed by others, and checking students' own understanding against group views</li> </ul>
	<p>Identify the audience and purpose of imaginative, informative and persuasive texts</p> <ul style="list-style-type: none"> <li>identifying the author's point of view on a topic and key words and images that seem intended to persuade listeners, viewers or readers to agree with the view presented</li> </ul>	<p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation</p> <ul style="list-style-type: none"> <li>using glossaries, print and digital dictionaries and spell check to edit spelling, realising that spell check accuracy depends on understanding the word function, for example there/their; rain/reign</li> </ul>	<p>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume</p> <ul style="list-style-type: none"> <li>participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations</li> <li>listening actively including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information</li> <li>learning the specific speaking or listening skills of different group roles, for example group leader, note taker and reporter</li> <li>acquiring new vocabulary in all curriculum areas through listening, reading, viewing and discussion and using this vocabulary in specific ways such as describing people, places, things and processes</li> <li>using language appropriately in different situations such as making a request of a teacher, explaining a procedure to a classmate, engaging in a game with friends</li> <li>experimenting with voice effects in formal presentations such as tone, volume and pace</li> </ul>
	<p>Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting</p> <ul style="list-style-type: none"> <li>combining different types of knowledge (for example world knowledge, vocabulary, grammar, phonics) to make decisions about unknown words, reading on, reviewing and summarising meaning</li> <li>analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics</li> <li>reading text types from a student's culture to enhance confidence in building reading strategies</li> <li>reading aloud with fluency and intonation</li> <li>reading a wider range of texts, including chapter books and informative texts, for pleasure</li> </ul>	<p>Write using joined letters that are clearly formed and consistent in size</p> <ul style="list-style-type: none"> <li>practising how to join letters to construct a fluent handwriting style</li> </ul>	<p>Plan and deliver short presentations, providing some key details in logical sequence</p> <ul style="list-style-type: none"> <li>drawing on relevant research into a topic to prepare an oral or multimodal presentation, using devices such as storyboards to plan the sequence of ideas and information</li> </ul>
	<p>Use comprehension strategies to build literal and inferred meaning and begin to escalate texts by drawing on growing knowledge of context, text structure and language features</p> <ul style="list-style-type: none"> <li>making connections between the text and students own experience and other texts</li> <li>making connections between the information in print and images</li> <li>making predictions and asking and answering questions about the text drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic</li> <li>using text features and search tools to locate information in written and digital texts efficiently</li> <li>determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification</li> <li>making considered inferences taking into account topic knowledge or a character's likely actions and feelings</li> </ul>	<p>Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio element</p> <ul style="list-style-type: none"> <li>using features of relevant technologies to plan, sequence, compose and edit multimodal texts</li> </ul>	

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<b>ACHIEVEMENT STANDARDS</b>	<b>Reading and viewing</b>	<b>Writing</b>	<b>Speaking and listening</b>
	By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.	By the end of level 3 the students texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They legibly write using consistently sized joined letters.	By the end of Level 3 the students listen to others' views and respond appropriately. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

\*This document intends to assist teachers in their implementation of the Australian curriculum through AUSVELS– it combines description and elaboration statements. The blue elaborations are examples of how the learning can be achieved; not a list of tasks that have to be done. Teachers are advised to consult the online documentation to clarify further detail for themselves. ‘AusVELS’ is the official documentation for Victorian schools.

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (👉); Asia and Australia’s engagement with Australia (🌐); Sustainability (🌱)

Reference: <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.

This CEOB English AC document is organized in the Learning Modes of **Reading and Viewing, Writing, Speaking and Listening**. The Descriptors and Elaborators reflect the Strand Content from the English AC

## AC English Strands

**Language: knowing about the English language**

**Literature: understanding, appreciating, responding to, analysing and creating literature**

**Literacy: expanding the repertoire of English usage**