



ENGLISH STARS

Victorian Curriculum v2.0
Alignment Guide
Years 3–6

English Stars was specifically written for the previous Australian Curriculum Version 8.4. This comprehensive literacy program still covers the requirements of the new Victorian Curriculum Version 2.0.

Use this Version 2.0 Alignment Guide to see exactly how the Language, Literature and Literacy strands are covered for each year level. Where applicable, we have also identified where you may need to use content from a different year level of the English Stars program, or supplement with your own material.

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Victorian Curriculum v2.0, and the English Stars 3 modules that align with these descriptions.

Year 3 Alignment Guide			
Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language for interacting with others	understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality (VC2E3LA01)	1.2 Passionate Discussions 2.15 Task – Play Character Hot Seat 6.7 Different Ways to Write and Speak 7.10 How Do We Learn?
		understand how the language of evaluation and emotion can be varied to be more or less forceful (VC2E3LA02)	1.14 Modal Adverbs 1.15 Modal Verbs 2.3 Adjectives 1 4.8 Evaluative Language
	Text structure and organisation	describe how different types of texts across the curriculum have different language features and structures depending on purposes (VC2E3LA03)	1.4 Persuasive Essay Structure 1.6 Persuasive Language 2.2 Plot 2.4 Interesting Introductions 2.6 Quoted Speech 3.2 Recount Structure 4.2 Review Structure 4.4 Text Types 5.2 Tense 2 5.4 Procedural Text Structure 5.6 Sequence Words 5.17 Visual Procedure Structure 6.3 Revise Plot 6.4 Revise Quoted Speech 6.6 Reported Speech 7.4 Explanation Text Structure 8.3 Rhyme 8.6 Quatrains 8.10 Cinquains 8.13 Haikus
		understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together (VC2E3LA04)	1.10 Paragraphs 1 2.11 Paragraphs 2
		identify the purpose of layout features in print and digital texts and the words used for navigation (VC2E3LA05)	This description is partially covered in: 1.12 Task – Create a Persuasive Poster 1.18 Design a Slideshow 4.13 Task – Publish Your Review 5.7 Using the Internet 5.17 Visual Procedure Structure 5.18 Revise Slideshow Design 7.16 Task – Publish Your Explanation To cover this description fully, you could use the teaching and learning resources from Year 4 Module 2.7 Websites and Readability.
		Language for expressing and developing ideas	understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree (VC2E3LA06)
		understand how verbs represent different processes for doing, feeling, thinking, saying and relating (VC2E3LA07)	1.11 Action Verbs 1.15 Modal Verbs 2.7 Saying Verbs 4.5 Thinking and Feeling Verbs 7.7 Relating Verbs
		understand that verbs are anchored in time through tense (VC2E3LA08)	3.6 Tense 1 5.2 Tense 2
		understand how modal verbs indicate obligation, probability and possibility (VC2E3LA09)	1.15 Modal Verbs

		identify how images and sound extend the meaning of a text (VC2E3LA10)	This description is partially covered in: 5.17 Visual Procedure Structure 6.14 Task – Publish Your Story You will need to supplement with your own material to cover how sound extends the meaning of a text.
		extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts (VC2E3LA11)	2.2 Plot 2.8 Character Profiles 5.3 Precise Vocabulary 5.7 Using the Internet 7.6 Technical Vocabulary 5.16 Taking Photos This description is also covered by Spelling Spot (prefixes and suffixes). For more information see the Year 3 Spelling Spot Scope and Sequence.
		understand that apostrophes signal missing letters in contractions, and how apostrophes are used to show singular and plural possession in regular and irregular nouns (VC2E3LA12)	This description is partially covered in 3.7 Contractions. To cover this description fully, you could use the teaching and learning resources from Year 5 Module 1.11 The Apostrophe. This description is also covered by Spelling Spot (contractions). For more information see the Year 3 Spelling Spot Scope and Sequence.
Literature	Literature and contexts	discuss characters, settings and events in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators (VC2E3LE01)	2.10 Task – Compare Texts 3.1 Comprehension – Are We There Yet? 6.2 Different Ways to Tell a Story
	Engaging with and responding to literature	discuss connections between personal experiences and character experiences in a range of literary texts and give reasons for personal preferences (VC2E3LE02)	1.1 Understanding Text 1.5 Comprehension – All Children Should Play Sport 1.9 Comprehension – Books Are Better than Films 1.13 Comprehension – Experience Teaches Us More than Books 2.4 Interesting Introductions 2.5 Comprehension – The Tortoise and the Hare 2.8 Character Profiles 2.9 Comprehension – Kangaroo and Hermit Crab 2.13 Comprehension – The Fox and the Crow 3.1 Comprehension – Are We There Yet? 3.5 Comprehension – Sophie Scott Goes South 3.9 Comprehension – Diary of a Soccer Star 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.7 Making Connections 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team 6.2 Different Ways to Tell a Story 6.9 Visualising 6.10 Comprehension – Fantastic Mr Fox 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.5 Comprehension – BTN: Bark Canoe 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?
	Examining literature	discuss how an author uses language and illustrations to build plots and portray characters and settings in literary texts, and explore how mood is created through settings and events (VC2E3LE03)	2.2 Plot 2.3 Adjectives 1 2.4 Interesting Introductions 2.8 Character Profiles 6.3 Revise Plot
		identify and discuss some literary devices, including rhythm and onomatopoeia in poetry and prose, and discuss the ways that they shape the reader's reaction (VC2E3LE04)	2.3 Adjectives 1 8.2 Syllables 8.3 Rhyme 8.5 Onomatopoeia 8.6 Quatrains 8.9 Similes and Metaphors 8.10 Cinquains 8.13 Haikus

	Creating literature	create texts, using or adapting language features, characters, settings, plot structures and ideas from literary texts they have encountered (VC2E3LE05)	2.12 Task – Write a Fable 2.14 Task – Rewrite the Ending of a Fable 6.8 Task – Write a Letter to a Character 6.12 Task – Write a Story 6.15 Task – Write a Story from Pictures 8.7 Task – Write Quatrains 8.11 Task – Write a Cinquain 8.14 Task – Write a Haiku
Literacy	Interacting with others	use interaction skills to contribute to conversations and discussions to share text- or topic-based information and ideas (VC2E3LY01)	1.2 Passionate Discussions 1.17 Oral Presentation Skills 2.10 Task – Compare Texts 2.12 Task – Write a Fable 2.15 Task – Play Character Hot Seat 3.14 Revise Oral Presentation Skills 6.7 Different Ways to Write and Speak 6.11 Task – Perform a Tableau 7.17 Revise Oral Presentation Skills
		deliver spoken texts to an audience using features of voice (VC2E3LY02)	1.17 Oral Presentation Skills 3.14 Revise Oral Presentation Skills 6.11 Task – Perform a Tableau 7.17 Revise Oral Presentation Skills
	Phonic and word knowledge	understand how to apply knowledge of phoneme–grapheme correspondences, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (VC2E3LY03)	This description is covered by Spelling Spot (patterns). For more information see the Year 3 Spelling Spot Scope and Sequence.
		understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words (VC2E3LY04)	This description is covered by Spelling Spot (prefixes and suffixes). For more information see the Year 3 Spelling Spot Scope and Sequence.
		use phoneme–grapheme relationships and less common letter patterns to spell words (VC2E3LY05)	This description is covered by Spelling Spot (patterns). For more information see the Year 3 Spelling Spot Scope and Sequence.
		recognise and know how to write most high-frequency words, including some homophones (VC2E3LY06)	This description is covered by Spelling Spot (homophones). For more information see the Year 3 Spelling Spot Scope and Sequence.
	Building fluency and making meaning	read different types of texts using phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when required (VC2E3LY07)	1.1 Understanding Text 1.5 Comprehension – All Children Should Play Sport 1.9 Comprehension – Books Are Better than Films 1.13 Comprehension – Experience Teaches Us More than Books 2.1 Predicting 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.10 Task – Compare Texts 2.13 Comprehension – The Fox and the Crow 3.1 Comprehension – Are We There Yet? 3.5 Comprehension – Sophie Scott Goes South 3.9 Comprehension – Diary of a Soccer Star 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.7 Making Connections 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team 6.5 Comprehension – The Cinderella Letters 6.9 Visualising 6.10 Comprehension – Fantastic Mr Fox 6.13 Task – Complete the Comprehension Text 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.2 Summarising 7.5 Comprehension – BTN: Bark Canoe 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 7.15 Interpret Images 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?

	Texts in context	discuss how texts with similar purposes can be created for different audiences (VC2E3LY08)	This description is partially covered in 6.7 Different Ways to Write and Speak. You will need to supplement with your own material to cover how texts can be created for similar purposes but different audiences.
	Analysing, interpreting and evaluating	identify the purpose and audience of different types of texts through the use of language features and/or images in the texts (VC2E3LY09)	1.4 Persuasive Essay Structure 1.5 Comprehension – All Children Should Play Sport 1.6 Persuasive Language 1.9 Comprehension – Books Are Better than Films 1.12 Task – Create a Persuasive Poster 4.1 Comprehension – Review of The Angry Birds Movie 4.4 Text Types 4.11 Comprehension – Review of UNO 5.4 Procedural Text Structure 6.2 Different Ways to Tell a Story 6.10 Comprehension – Fantastic Mr Fox 7.1 Comprehension – How Does Milk Get to Your Fridge? 8.1 Comprehension – What Is Poetry?
		use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meanings (VC2E3LY10)	1.1 Understanding Text 1.5 Comprehension – All Children Should Play Sport 1.9 Comprehension – Books Are Better than Films 1.13 Comprehension – Experience Teaches Us More than Books 2.1 Predicting 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.13 Comprehension – The Fox and the Crow 3.1 Comprehension – Are We There Yet? 3.5 Comprehension – Sophie Scott Goes South 3.9 Comprehension – Diary of a Soccer Star 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.7 Making Connections 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team 6.5 Comprehension – The Cinderella Letters 6.9 Visualising 6.10 Comprehension – Fantastic Mr Fox 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.2 Summarising 7.5 Comprehension – BTN: Bark Canoe 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?

Creating texts	create narrative, informative and persuasive texts, written and spoken, with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary and multimodal elements as appropriate (VC2E3LY11)	1.8 Task – Write a Persuasive Essay 1.10 Paragraphs 1 1.12 Task – Create a Persuasive Poster 1.16 Task – Write a Persuasive Essay 1.17 Oral Presentation Skills 1.18 Design a Slideshow 2.3 Adjectives 1 2.11 Paragraphs 2 2.12 Task – Write a Fable 2.14 Task – Rewrite the Ending of a Fable 3.3 Proofreading Skills 3.4 Task – Write a Recount about Yesterday 3.6 Tense 1 3.8 Task – Write an Animal Diary 3.12 Task – Write a Recount about a Robot 3.13 Synonyms 3.14 Revise Oral Presentation Skills 4.2 Review Structure 4.6 Task – Review an Artwork 4.10 Task – Review an Animation 4.13 Task – Publish Your Review 5.2 Tense 2 5.3 Precise Vocabulary 5.8 Task – Write a Procedure 5.11 Adjectives 2 5.12 Task – Write a Silly Science Procedure 5.14 Editing Skills 5.18 Revise Slideshow Design 6.8 Task – Write a Letter to a Character 6.12 Task – Write a Story 6.14 Task – Publish Your Story 6.15 Task – Write a Story from Pictures 7.6 Technical Vocabulary 7.8 Task – Write an Explanation 7.11 Task – Explain a Life Cycle 7.14 Task – Write for a Younger Child 7.16 Task – Publish Your Explanation 7.17 Revise Oral Presentation Skills 8.7 Task – Write Quatrains 8.11 Task – Write a Cinquain 8.14 Task – Write a Haiku 8.15 Task – Publish Your Poetry
	re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VC2E3LY12)	3.3 Proofreading Skills 3.7 Contractions 5.14 Editing Skills 7.3 Dictionary Strategies
	write words using joined letters that are clearly formed and consistent in size (VC2E3LY13)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.

Note: Module 7.13 Statements, Questions and Exclamations revises content from the Year 1 Victorian Curriculum v2.0.

Note: Module 1.3 Common and Proper Nouns revises content from the Year 1 and Year 2 Victorian Curriculum v2.0.

Note: Modules 1.7 Simple and Compound Sentences, 3.10 Pronouns, 3.11 Conjunctions, 5.15 Commas in Lists and 7.3 Dictionary Strategies revise content from the Year 2 Victorian Curriculum v2.0.

Note: Module 5.10 Prepositions is beyond the Year 3 achievement standard of the Victorian Curriculum v2.0.

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The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Victorian Curriculum v2.0, and the English Stars 4 modules that align with these descriptions.

Year 4 Alignment Guide				
Strand	Sub-strand	Content Descriptions	English Stars Modules	
Language	Language for interacting with others	understand how language is used to develop relationships in formal and informal situations (VC2E4LA01)	1.10 Effective Speaking 1.11 Non-Verbal Communication 4.11 Slang, Colloquial and Formal Words 5.17 Improve Your Speaking	
		identify and differentiate the language of opinion, facts and feelings (VC2E4LA02)	5.2 Fact or Opinion 5.3 Persuasive Language 1 5.8 Persuasive Language 2 5.11 Persuasive Essay Structure 5.12 Task – Write a Persuasive Essay	
	Text structure and organisation	describe how different types of texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes (VC2E4LA03)	1.12 Design a Poster 1.15 Write a Speech 2.2 Information Report Structure 2.6 Informative Paragraphs 2.8 Task – Write an Information Report 3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.6 Plot 3.10 Task – Rewrite Billy’s Bad Day 3.12 Explore Comic Strips 3.14 Tension and Suspense 4.6 Personal Response Structure 4.8 Task – Respond to Artwork 4.13 Task – Publish a Personal Response 5.2 Fact or Opinion 5.3 Persuasive Language 1 5.4 Task – Write Persuasive Paragraphs 5.8 Persuasive Language 2 5.11 Persuasive Essay Structure 5.12 Task – Write a Persuasive Essay 6.3 Description Text Structure 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 7.7 Task – Retell a Story 7.10 Plot Summary 7.11 Book Review Language 7.12 Book Review Structure 8.2 Poetic Language 8.4 Rhyme 8.8 Task – Write Quatrain Poems 8.11 Limericks 8.12 Task – Write an Acrostic Poem 8.13 Task – Discuss Poetry	
			understand how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas (VC2E4LA04)	2.3 This, That, These, Those 4.9 Pronoun Reference 5.6 Sequence Words 5.7 Cause and Effect Words 5.14 Compare and Contrast Words
			identify navigation features of digital texts that enhance readability, including headlines, drop-down menus, links, graphics and layout (VC2E4LA05)	2.7 Websites and Readability
			Language for expressing and developing ideas	understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality (VC2E4LA06)

		understand how adverb groups or phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (VC2E4LA07)	4.2 Adverbs 4.3 Adverb Phrases 4.7 Adverb Clauses 5.10 Prepositional Phrases
		understand past, present and future tenses and their impact on meaning in a sentence (VC2E4LA08)	This description is partially covered in 1.2 Past Tense. To cover this description fully, you could use the teaching and learning resources from Year 3 Module 3.6 Tense 1 and Year 3 Module 5.2 Tense 2.
		explore how the use of sound and choices in the framing of an image, the placement of elements in the image, and the salience in the image affect the composition of still and moving images and enhance the meaning of a text (VC2E4LA09)	This description is partially covered in: 1.12 Design a Poster 1.17 Design a Slideshow 2.9 Compare Texts from Different Eras 3.12 Explore Comic Strips 4.13 Task – Publish a Personal Response 8.14 Task – Publish a Poem You will need to supplement with your own material to cover how sound enhances the meaning of a text.
		expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources (VC2E4LA10)	This description is partially covered in: 2.7 Websites and Readability 2.8 Task – Write an information Report 3.6 Plot 5.3 Persuasive Language 1 7.4 Task – Review a Film 7.11 Book Review Language To cover this description fully, you could use the teaching and learning resources from Year 3 Module 3.13 Synonyms and Year 3 Module 7.6 Technical Vocabulary, and supplement with your own material to cover antonyms.
		understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation (VC2E4LA11)	3.8 Quoted and Reported Speech 3.11 Quotation Marks 3.12 Explore Comic Strips
		explore how quoted (direct) and reported (indirect) speech are used (VC2E4LA12)	3.8 Quoted and Reported Speech 3.11 Quotation Marks 3.12 Explore Comic Strips
Literature	Literature and contexts	recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors (VC2E4LE01)	This description is partially covered in: 7.2 Genres 7.9 Different Stories, Similar Ideas To cover this description fully, you could use the teaching and learning resources from Year 3 Module 2.10 Task – Compare Texts, and supplement with your own material to cover literary texts by wide-ranging Australian authors.
	Engaging with and responding to literature	describe the effects of text structures and language features in a range of literary texts when responding to and sharing opinions (VC2E4LE02)	1.1 Comprehension – The Origins of English 1.5 Comprehension – A Trip to the Australian War Memorial 1.9 Comprehension – Skateboarding in Afghanistan 1.13 Comprehension – Finding a Hero 2.1 Comprehension – The Giraffe 2.5 Comprehension – Buderim 2.13 Comprehension – Visit Wales 3.1 Comprehension – The Curious Dictionary 3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.5 Comprehension – The Monster in the Roof 3.6 Plot 3.9 Comprehension – Billy’s Bad Day 3.10 Task – Rewrite Billy’s Bad Day 3.13 Comprehension – The Sapphire Robbery 3.14 Tension and Suspense 4.1 Comprehension – Matrix Blast Review 4.5 Comprehension – Mona Lisa 5.1 Comprehension – BTN: Free Range 5.5 Comprehension – The Case For Homework 5.9 Comprehension – The Case Against Homework 5.13 Comprehension – Explore the Stars! 5.16 Comprehension – BTN: Debating Championships 6.1 Comprehension – Streetscape

			<p>6.5 Comprehension – Who Am I?</p> <p>7.1 Comprehension – Somewhere Around the Corner</p> <p>7.2 Genres</p> <p>7.4 Task – Review a Film</p> <p>7.5 Comprehension – At the Creek</p> <p>7.6 Reflect on Characters</p> <p>7.7 Task – Retell a Story</p> <p>7.11 Book Review Language</p> <p>8.1 Comprehension – Rosie’s Scowl</p> <p>8.5 Comprehension – Brodie B Buckles and Barnabas Blake</p> <p>8.9 Comprehension – Six Limericks</p> <p>8.13 Task – Discuss Poetry</p>
	Examining literature	compare how authors and illustrators make literary texts exciting, moving and absorbing and hold readers’ interest by using plot tension, character and setting (VC2E4LE03)	<p>3.2 What Is a Story?</p> <p>3.3 Characters</p> <p>3.4 Setting</p> <p>3.6 Plot</p> <p>3.14 Tension and Suspense</p> <p>7.6 Reflect on Characters</p> <p>7.9 Different Stories, Similar Ideas</p> <p>7.10 Plot Summary</p> <p>7.12 Book Review Structure</p>
		explore the use of literary devices and deliberate wordplay, including grammar, in prose and poetry, and the ways that they shape meaning (VC2E4LE04)	<p>8.1 Comprehension – Rosie’s Scowl</p> <p>8.2 Poetic Language</p> <p>8.4 Rhyme</p> <p>8.6 Spoonerisms</p> <p>8.7 Neologisms</p> <p>8.8 Task – Write Quatrain Poems</p> <p>8.10 Puns</p> <p>8.11 Limericks</p> <p>8.12 Task – Write an Acrostic Poem</p> <p>8.13 Task – Discuss Poetry</p>
	Creating literature	create texts by developing storylines, characters and settings, and using language features from literary texts they have encountered and from their own experiences (VC2E4LE05)	<p>3.3 Characters</p> <p>3.4 Setting</p> <p>3.6 Plot</p> <p>3.7 Task – Write a Story from a Plot Outline</p> <p>3.10 Task – Rewrite Billy’s Bad Day</p> <p>3.14 Tension and Suspense</p> <p>7.7 Task – Retell a Story</p>
Literacy	Interacting with others	use interaction skills to gather information in order to carry out tasks, contribute to discussions, acknowledge another opinion, link a response to the text or topic, and share and extend ideas and information (VC2E4LY01)	<p>1.6 Effective Listening</p> <p>1.9 Comprehension – Skateboarding in Afghanistan</p> <p>1.10 Effective Speaking</p> <p>5.17 Improve Your Speaking</p> <p>8.13 Task – Discuss Poetry</p>
		deliver structured spoken texts to an audience using features of voice (VC2E4LY02)	<p>1.10 Effective Speaking</p> <p>1.15 Write a Speech</p> <p>5.17 Improve Your Speaking</p>
	Phonic and word knowledge	understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (VC2E4LY03)	This description is covered by Spelling Spot (patterns, prefixes and suffixes). For more information see the Year 4 Spelling Spot Scope and Sequence.
understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, word origins, and common prefixes and suffixes to spell more complex words (VC2E4LY04)		<p>1.3 Doubling in Spelling</p> <p>1.4 Greek and Latin Roots</p> <p>1.14 Prefixes</p> <p>1.16 Borrowed Words</p> <p>2.4 Suffixes</p> <p>2.12 Consonant Clusters</p> <p>5.15 Plural Rules</p> <p>7.3 Spelling Rules</p> <p>This description is also covered by Spelling Spot (patterns, compound words, prefixes and suffixes). For more information see the Year 4 Spelling Spot Scope and Sequence.</p>	
read and write high-frequency words including homophones and know how to use context to identify correct spelling (VC2E4LY05)		<p>4.4 Homophones</p> <p>4.10 Tricky Homophones</p> <p>This description is also covered by Spelling Spot (homophones). For more information see the Year 4 Spelling Spot Scope and Sequence.</p>	

	<p>Building fluency and making meaning</p>	<p>read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed (VC2E4LY06)</p>	<p>1.1 Comprehension – The Origins of English 1.5 Comprehension – A Trip to the Australian War Memorial 1.9 Comprehension – Skateboarding in Afghanistan 1.13 Comprehension – Finding a Hero 2.1 Comprehension – The Giraffe 2.5 Comprehension – Buderim 2.11 New Vocabulary 1 2.13 Comprehension – Visit Wales 3.1 Comprehension – The Curious Dictionary 3.5 Comprehension – The Monster in the Roof 3.9 Comprehension – Billy’s Bad Day 3.13 Comprehension – The Sapphire Robbery 4.1 Comprehension – Matrix Blast Review 4.5 Comprehension – Mona Lisa 5.1 Comprehension – BTN: Free Range 5.5 Comprehension – The Case For Homework 5.9 Comprehension – The Case Against Homework 5.13 Comprehension – Explore the Stars! 5.16 Comprehension – BTN: Debating Championships 6.1 Comprehension – Streetscape 6.5 Comprehension – Who Am I? 7.1 Comprehension – Somewhere Around the Corner 7.5 Comprehension – At the Creek 7.8 Task – Write Comprehension Questions 7.9 Different Stories, Similar Ideas 7.12 Book Review Structure 8.1 Comprehension – Rosie’s Scowl 8.3 New Vocabulary 2 8.5 Comprehension – Brodie B Buckles and Barnabas Blake 8.9 Comprehension – Six Limericks</p>
	<p>Texts in context</p>	<p>compare how texts from different times, with similar purposes and audiences, depict ideas or events (VC2E4LY07)</p>	<p>2.9 Compare Texts from Different Eras 7.9 Different Stories, Similar Ideas</p>
	<p>Analysing, interpreting and evaluating</p>	<p>identify the characteristic features used in different types of texts to meet the purpose and audience of the text (VC2E4LY08)</p>	<p>1.15 Write a Speech 2.2 Information Report Structure 2.10 Informative Language Features 3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.6 Plot 3.7 Task – Write a Story from a Plot Outline 3.10 Task – Rewrite Billy’s Bad Day 3.12 Explore Comic Strips 3.14 Tension and Suspense 4.6 Personal Response Structure 5.2 Fact or Opinion 5.3 Persuasive Language 1 5.4 Task – Write Persuasive Paragraphs 5.8 Persuasive Language 2 5.11 Persuasive Essay Structure 6.3 Description Text Structure 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 7.2 Genres 7.4 Task – Review a Film 7.7 Task – Retell a Story 7.8 Task – Write Comprehension Questions 7.10 Plot Summary 7.11 Book Review Language 7.12 Book Review Structure 8.12 Task – Write an Acrostic Poem 8.13 Task – Discuss Poetry</p>
		<p>use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to expand topic knowledge and ideas, and begin to evaluate texts to build literal and inferred meanings (VC2E4LY09)</p>	<p>1.1 Comprehension – The Origins of English 1.5 Comprehension – A Trip to the Australian War Memorial 1.6 Effective Listening 1.9 Comprehension – Skateboarding in Afghanistan 1.11 Non-Verbal Communication 1.13 Comprehension – Finding a Hero 2.1 Comprehension – The Giraffe 2.5 Comprehension – Buderim 2.11 New Vocabulary 1</p>

		<p>2.13 Comprehension – Visit Wales 3.1 Comprehension – The Curious Dictionary 3.5 Comprehension – The Monster in the Roof 3.9 Comprehension – Billy’s Bad Day 3.13 Comprehension – The Sapphire Robbery 4.1 Comprehension – Matrix Blast Review 4.5 Comprehension – Mona Lisa 5.1 Comprehension – BTN: Free Range 5.5 Comprehension – The Case For Homework 5.9 Comprehension – The Case Against Homework 5.13 Comprehension – Explore the Stars! 5.16 Comprehension – BTN: Debating Championships 6.1 Comprehension – Streetscape 6.5 Comprehension – Who Am I? 7.1 Comprehension – Somewhere Around the Corner 7.5 Comprehension – At the Creek 7.8 Task – Write Comprehension Questions 7.9 Different Stories, Similar Ideas 8.1 Comprehension – Rosie’s Scowl 8.3 New Vocabulary 2 8.5 Comprehension – Brodie B Buckles and Barnabas Blake 8.9 Comprehension – Six Limericks</p>
Creating texts	create narrative, informative and persuasive texts, written and spoken, using relevant, linked ideas for a range of audiences and using multimodal elements as appropriate (VC2E4LY10)	<p>1.7 Noun Phrases 1.12 Design a Poster 1.15 Write a Speech 1.17 Design a Slideshow 2.8 Task – Write an Information Report 3.3 Characters 3.6 Plot 3.7 Task – Write a Story from a Plot Outline 3.10 Task – Rewrite Billy’s Bad Day 4.3 Adverb Phrases 4.8 Task – Respond to Artwork 4.12 Sentences 4.13 Task – Publish a Personal Response 5.4 Task – Write Persuasive Paragraphs 5.11 Persuasive Essay Structure 5.12 Task – Write a Persuasive Essay 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 6.8 Verb Phrases 7.4 Task – Review a Film 7.7 Task – Retell a Story 7.8 Task – Write Comprehension Questions 8.8 Task – Write Quatrain Poems 8.11 Limericks 8.12 Task – Write an Acrostic Poem 8.14 Task – Publish a Poem</p>
	re-read and edit texts for meaning by adding, deleting or moving words or word groups to improve content and structure (VC2E4LY11)	<p>2.8 Task – Write an Information Report 3.7 Task – Write a Story from a Plot Outline 3.10 Task – Rewrite Billy’s Bad Day 4.8 Task – Respond to Artwork 4.13 Task – Publish a Personal Response 5.4 Task – Write Persuasive Paragraphs 5.12 Task – Write a Persuasive Essay 6.7 Task – Describe a Minibeast 7.4 Task – Review a Film 7.7 Task – Retell a Story 7.8 Task – Write Comprehension Questions 8.8 Task – Write Quatrain Poems 8.12 Task – Write an Acrostic Poem 8.14 Task – Publish a Poem</p>
	write words using clearly formed joined letters, with developing fluency and automaticity (VC2E4LY12)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.

Note: Modules 6.2 Adjectives 1 and 6.6 Adjectives 2 revise content from the Year 1 and Year 2 Victorian Curriculum v2.0.

Note: Module 1.8 Contractions revises content from the Year 3 Victorian Curriculum v2.0.

English Stars was specifically written for the previous Australian Curriculum Version 8.4. This comprehensive literacy program still covers the requirements of the new Victorian Curriculum Version 2.0.

Use this Version 2.0 Alignment Guide to see exactly how the Language, Literature and Literacy strands are covered for each year level. Where applicable, we have also identified where you may need to use content from a different year level of the English Stars program, or supplement with your own material.

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Victorian Curriculum v2.0, and the English Stars 5 modules that align with these descriptions.

Year 5 Alignment Guide					
Strand	Sub-strand	Content Descriptions	English Stars Modules		
Language	Language for interacting with others	understand how language is selected for social contexts and that it helps to signal social roles and relationships (VC2E5LA01)	2.12 Non-Verbal Cues 2.13 Audience, Purpose and Context 7.3 Interaction Skills		
		understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources (VC2E5LA02)	2.9 Bare Assertions		
	Text structure and organisation	describe how different types of texts use language features and are typically organised into characteristic stages and phases, depending on purposes (VC2E5LA03)	1.6 Task – Explain a Life Cycle 1.8 Explanation Text Structure 1.10 Task – Write an Explanation 2.6 Persuasive Essay Structure 2.7 Task – Write a Persuasive Essay 2.10 Task – Create a Persuasive Poster 2.13 Audience, Purpose and Context 3.6 Text Types 3.8 Task – Report a Discovery 4.3 News Article Structure 4.4 Task – Write a News Article 4.8 News Video Techniques 5.2 Plot Summary 5.3 Task – Review a Restaurant 5.5 Film Review Structure 5.6 Task – Review a TV Show 6.4 Task – Write a Second Person Narrative 7.4 Introduction to Biographies 7.5 Task – Write an Autobiography 7.9 Write a Biography 8.3 Task – Write a Short Story 8.6 Task – Write a Letter to an Author 8.10 Create a Fantasy Plot Outline 9.3 Poetry Types 9.6 Task – Write a Poem 9.8 Sound Devices 9.9 Write in the Style of a Poet		
			understand how texts are sequenced and can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text (VC2E5LA04)	3.9 Informative Sentences	
			Language for expressing and developing ideas	understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect (VC2E5LA05)	3.3 Clauses 3.5 Complex Sentences
				understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea (VC2E5LA06)	4.6 Noun Phrases 4.7 Adjective Phrases
				explain how the sequence of still and moving images and the use of sound in texts affect meaning (VC2E5LA07)	This description is partially covered in 8.11 Interpret Images. You will need to supplement with your own material to cover how the sequence of moving images and the use of sound in texts affect meaning.
				understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms (VC2E5LA08)	1.3 Precise Vocabulary 1.5 Homonyms

		understand how to use commas to indicate prepositional phrases, and how to use apostrophes where there is multiple possession in regular and irregular nouns (VC2E5LA09)	This description is partially covered in 1.11 The Apostrophe. To cover this description fully, you could use the teaching and learning resources from Year 6 Module 3.10 Commas in Sentences.
Literature	Literature and contexts	identify aspects of literary texts that represent details or information about historical, cultural and social contexts in literature by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors (VC2E5LE01)	7.2 Explore Contexts in Literature
	Engaging with and responding to literature	form and share opinions on a literary text, using metalanguage to describe relevant literary devices, text structures and language features in a range of literary texts (VC2E5LE02)	6.1 Comprehension – A Long Walk to Water 8.6 Task – Write a Letter to an Author 9.4 Comprehension – Poems, Poems, Everywhere 9.9 Write in the Style of a Poet
	Examining literature	recognise that the point of view in a literary text influences how readers interpret and respond to plots, characters and events (VC2E5LE03)	6.1 Comprehension – A Long Walk to Water 6.2 Narrative Voice 6.3 Compare Narrative Voice 6.4 Task – Write a Second Person Narrative
		compare the effects of imagery, including simile, metaphor and personification, and sound devices in prose and poetry (VC2E5LE04)	9.2 Idioms 9.3 Poetry Types 9.5 Metaphors and Similes 9.7 Personification 9.8 Sound Devices 9.9 Write in the Style of a Poet
Creating literature	create texts, experimenting with vocabulary, figurative language, storylines, characters and settings from literary texts they have encountered (VC2E5LE05)	6.4 Task – Write a Second Person Narrative 8.5 Sequels, Prequels and Spin-offs 9.9 Write in the Style of a Poet	
Literacy	Interacting with others	use interaction skills including paraphrasing and questioning to clarify meaning, make connections to personal experience or to a text, and present and justify an opinion or idea (VC2E5LY01)	1.1 Comprehension – Our Changing Language 1.4 Comprehension – How Is a Rainbow Formed? 1.7 Comprehension – How Is Chocolate Made? 2.1 Comprehension – My Sport Rules! 2.2 Justify a Point of View 2.5 Comprehension – Who Says Burgers Are Bad? 2.8 Comprehension – Don't Waste Water 2.12 Non-Verbal Cues 2.13 Audience, Purpose and Context 3.1 Comprehension – Kerenza: A New Australian 3.4 Comprehension – The Blobfish 3.7 Comprehension – Dinosaur Discovery 4.1 Comprehension – BTN: Future Jobs 4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 4.8 News Video Techniques 5.1 Comprehension – Paper Planes Film Review 5.7 Comprehension – Hunt for the Wilderpeople 6.1 Comprehension – A Long Walk to Water 7.1 Comprehension – The Adventures of Matthew Flinders 7.3 Interaction Skills 7.6 Comprehension – Interview with Sir Edmund Hillary 7.7 Interview Questions 7.8 Conduct an Interview 8.1 Comprehension – Alice's Adventures in Wonderland 8.4 Comprehension – The Geeglenash 8.7 Comprehension – Two Weeks with the Queen 8.9 Comprehension – The Wandering Wand 9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 9.4 Comprehension – Poems, Poems, Everywhere 9.10 Task – Record a Poetry Recital
		deliver structured spoken and multimodal texts to an audience for a specific purpose, using features of voice (VC2E5LY02)	2.6 Persuasive Essay Structure 2.14 Design a Slideshow 4.8 News Video Techniques 7.7 Interview Questions 7.8 Conduct an Interview 7.9 Write a Biography 7.10 Revise Slideshow Design 9.10 Task – Record a Poetry Recital

Phonic and word knowledge	use phonological, morphological and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations (VC2E5LY03)	This description is covered by Spelling Spot (patterns). For more information see the Year 5 Spelling Spot Scope and Sequence.
	build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins (etymology), letter patterns and spelling generalisations (VC2E5LY04)	1.2 Uncommon Plurals 1.9 Roots and Affixes This description is also covered by Spelling Spot (patterns, prefixes, suffixes, and Greek and Latin roots). For more information see the Year 5 Spelling Spot Scope and Sequence.
	explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (VC2E5LY05)	1.2 Uncommon Plurals 1.9 Roots and Affixes This description is also covered by Spelling Spot (suffixes). For more information see the Year 5 Spelling Spot Scope and Sequence.
Building fluency and making meaning	read different types of increasingly complex texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed (VC2E5LY06)	1.1 Comprehension – Our Changing Language 1.4 Comprehension – How Is a Rainbow Formed? 1.7 Comprehension – How Is Chocolate Made? 2.1 Comprehension – My Sport Rules! 2.5 Comprehension – Who Says Burgers Are Bad? 2.8 Comprehension – Don't Waste Water 2.11 Finding Facts 3.1 Comprehension – Kerenza: A New Australian 3.4 Comprehension – The Blobfish 3.7 Comprehension – Dinosaur Discovery 3.10 Skimming and Scanning 4.1 Comprehension – BTN: Future Jobs 4.3 News Article Structure 4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.1 Comprehension – Paper Planes Film Review 5.7 Comprehension – Hunt for the Wilderpeople 6.1 Comprehension – A Long Walk to Water 7.1 Comprehension – The Adventures of Matthew Flinders 7.6 Comprehension – Interview with Sir Edmund Hillary 8.1 Comprehension – Alice's Adventures in Wonderland 8.4 Comprehension – The Geeglenash 8.7 Comprehension – Two Weeks with the Queen 8.9 Comprehension – The Wandering Wand 9.1 Comprehension – Pookie Aleera Is Not My Boyfriend 9.4 Comprehension – Poems, Poems, Everywhere
Texts in context	describe the ways in which a text reflects the time and place in which it was created (VC2E5LY07)	7.2 Explore Contexts in Literature
Analysing, interpreting and evaluating	explain characteristic features used to meet the purpose and audience in different types of texts (VC2E5LY08)	1.8 Explanation Text Structure 2.3 Persuasive Language 1 2.4 Persuasive Language 2 2.6 Persuasive Essay Structure 3.6 Text Types 4.2 Objective and Subjective Language 4.3 News Article Structure 5.2 Plot Summary 5.4 Facts and Opinions in Film Reviews 6.2 Narrative Voice 8.2 Genre and Fantasy
	use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to evaluate information and ideas to build literal and inferred meanings (VC2E5LY09)	1.1 Comprehension – Our Changing Language 1.4 Comprehension – How Is a Rainbow Formed? 1.7 Comprehension – How Is Chocolate Made? 2.1 Comprehension – My Sport Rules! 2.5 Comprehension – Who Says Burgers Are Bad? 2.8 Comprehension – Don't Waste Water 2.11 Finding Facts 3.1 Comprehension – Kerenza: A New Australian 3.4 Comprehension – The Blobfish 3.7 Comprehension – Dinosaur Discovery 4.1 Comprehension – BTN: Future Jobs 4.5 Comprehension – Havoc as Flood Peak Hits Brisbane 5.1 Comprehension – Paper Planes Film Review 5.7 Comprehension – Hunt for the Wilderpeople 6.1 Comprehension – A Long Walk to Water 7.1 Comprehension – The Adventures of Matthew Flinders

		<p>7.6 Comprehension – Interview with Sir Edmund Hillary</p> <p>8.1 Comprehension – Alice’s Adventures in Wonderland</p> <p>8.4 Comprehension – The Geeglenash</p> <p>8.7 Comprehension – Two Weeks with the Queen</p> <p>8.9 Comprehension – The Wandering Wand</p> <p>9.1 Comprehension – Pookie Aleera Is Not My Boyfriend</p> <p>9.4 Comprehension – Poems, Poems, Everywhere</p>
Creating texts	<p>create different types of texts, written and spoken, with relevant, elaborated and sequenced ideas, using text structure appropriate for topic, purpose and audience, and multimodal elements as appropriate (VC2E5LY10)</p>	<p>1.6 Task – Explain a Life Cycle</p> <p>1.8 Explanation Text Structure</p> <p>1.10 Task – Write an Explanation</p> <p>1.11 The Apostrophe</p> <p>1.12 Punctuation</p> <p>2.3 Persuasive Language 1</p> <p>2.4 Persuasive Language 2</p> <p>2.6 Persuasive Essay Structure</p> <p>2.7 Task – Write a Persuasive Essay</p> <p>2.10 Task – Create a Persuasive Poster</p> <p>2.13 Audience, Purpose and Context</p> <p>2.14 Design a Slideshow</p> <p>3.8 Task – Report a Discovery</p> <p>4.3 News Article Structure</p> <p>4.4 Task – Write a News Article</p> <p>4.8 News Video Techniques</p> <p>5.2 Plot Summary</p> <p>5.3 Task – Review a Restaurant</p> <p>5.5 Film Review Structure</p> <p>5.6 Task – Review a TV Show</p> <p>5.8 Design Principles</p> <p>6.4 Task – Write a Second Person Narrative</p> <p>7.4 Introduction to Biographies</p> <p>7.5 Task – Write an Autobiography</p> <p>7.7 Interview Questions</p> <p>7.8 Conduct an Interview</p> <p>7.9 Write a Biography</p> <p>7.10 Revise Slideshow Design</p> <p>8.3 Task – Write a Short Story</p> <p>8.5 Sequels, Prequels and Spin-offs</p> <p>8.6 Task – Write a Letter to an Author</p> <p>8.8 Fantasy Characters</p> <p>8.10 Create a Fantasy Plot Outline</p> <p>9.6 Task – Write a Poem</p> <p>9.8 Sound Devices</p> <p>9.9 Write in the Style of a Poet</p> <p>9.10 Task – Record a Poetry Recital</p> <p>9.11 Task – Publish an Anthology</p>
	<p>re-read and edit their own texts and the texts of others using agreed criteria for text structures and language features (VC2E5LY11)</p>	<p>1.6 Task – Explain a Life Cycle</p> <p>1.10 Task – Write an Explanation</p> <p>2.7 Task – Write a Persuasive Essay</p> <p>2.10 Task – Create a Persuasive Poster</p> <p>3.8 Task – Report a Discovery</p> <p>4.4 Task – Write a News Article</p> <p>5.3 Task – Review a Restaurant</p> <p>5.6 Task – Review a TV Show</p> <p>7.5 Task – Write an Autobiography</p> <p>8.3 Task – Write a Short Story</p> <p>8.6 Task – Write a Letter to an Author</p> <p>9.6 Task – Write a Poem</p> <p>9.11 Task – Publish an Anthology</p>
	<p>write legibly, fluently and automatically (VC2E5LY12)</p>	<p>Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.</p>

Note: Module 3.2 Commas revises content from the Year 2 Victorian Curriculum v2.0.

English Stars was specifically written for the previous Australian Curriculum Version 8.4. This comprehensive literacy program still covers the requirements of the new Victorian Curriculum Version 2.0.

Use this Version 2.0 Alignment Guide to see exactly how the Language, Literature and Literacy strands are covered for each year level. Where applicable, we have also identified where you may need to use content from a different year level of the English Stars program, or supplement with your own material.

The tables on these pages list the three content strands, their associated sub-strands and content descriptions from the Victorian Curriculum v2.0, and the English Stars 6 modules that align with these descriptions.

Year 6 Alignment Guide			
Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language for interacting with others	understand how language varies as levels of formality and social distance change (VC2E6LA01)	4.4 Australian Accents 4.8 Dialogue and Stage Directions
		understand the uses of objective and subjective language, and identify bias (VC2E6LA02)	6.2 Informative Texts 6.5 Task – Write a Balanced Discussion 6.6 Objective and Subjective Language 6.7 Bias 6.9 Task – Discuss Dams 7.3 Finding Facts 7.5 News Video Script Features 7.6 Task – Write a News Video Script
	Text structure and organisation	explain how different types of texts are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features (VC2E6LA03)	2.2 Persuasive Language 1 2.3 Persuasive Language 2 2.4 Persuasive Essay Structure 2.6 Task – Write a Persuasive Speech 2.7 Make Connections in Texts 3.3 An Author’s Style 3.6 Sensory Language 4.6 Setting 4.7 Plot 4.8 Dialogue and Stage Directions 4.9 Play Script Format and Structure 8.2 Imagery 8.3 Task – Write Any Poem 8.4 Sound Devices 8.5 Language Patterns 8.6 Ballads 8.7 Task – From Ballad to Story 8.8 Free Verse 8.9 Build a Ballad
		understand that sequence and cohesion can be created by the intentional use of repetition of text structures, language features and vocabulary (VC2E6LA04)	5.2 Cohesive Links
	Language for expressing and developing ideas	understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas (VC2E6LA05)	5.3 Complex Sentences
		understand how the choice of verb, elaborated tenses and a range of adverb groups can expand and sharpen ideas (VC2E6LA06)	1.2 Subject–Verb Agreement 5.5 Verbs 5.7 Tense 5.8 Adverb Phrases
		identify the ways that still images (such as figures, tables, diagrams, maps and graphs), moving images and sound are used in texts to create point of view (VC2E6LA07)	1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 1.10 Task – Write Directions 7.2 Graphical Images 7.4 Comprehension – Rock Star Throws Tiara in River 7.5 News Video Script Features 7.8 Filming and Presentation Techniques
		examine how authors use vivid vocabulary and figurative language, such as metaphors, similes, personification, idioms, imagery and hyperbole (VC2E6LA08)	This description is partially covered in: 2.2 Persuasive Language 1 3.6 Sensory Language 3.11 Evaluative Language 5.9 Modality 5.10 Emphasis, Repetition and Metaphor 6.6 Objective and Subjective Language 6.7 Bias 7.3 Finding Facts 8.2 Imagery To cover this description fully, you could use the teaching and learning resources from Year 5 Module 9.2 Idioms.

		understand how to use commas to separate a dependent clause from an independent clause (VC2E6LA09)	3.10 Commas in Sentences 3.13 Incorrect Use of the Comma
<i>Literature</i>	Literature and contexts	explore their responses to characters and events in literary texts drawn from historical, cultural or social contexts by Aboriginal and Torres Strait Islander authors and a wide range of Australian and world authors (VC2E6LE01)	2.1 Comprehension – My Girragundji 2.7 Make Connections in Texts 3.1 Comprehension – Refuge 3.4 Comprehension – New Boy 3.7 Comprehension – Charlie and the Chocolate Factory 4.1 Comprehension – Making a Point 4.2 Create Characters 4.5 Comprehension – The Fishing Trip 4.6 Setting 4.8 Dialogue and Stage Directions 5.1 Comprehension – Bridget: A New Australian 5.4 Comprehension – The Weird Day 8.1 Comprehension – Toby: Not Good Enough
	Engaging with and responding to literature	compare language choices, modality, emphasis, repetition and metaphor, and topics, themes or plots in a range of literary texts (VC2E6LE02)	2.7 Make Connections in Texts 2.8 Explore Diary Writing 3.8 Different Authors, Similar Themes
	Examining literature	describe characteristics of literary texts that define an author’s individual style (VC2E6LE03)	3.3 An Author’s Style 3.8 Different Authors, Similar Themes
		explain the way authors use sound and imagery to create meaning and effect in prose and poetry (VC2E6LE04)	8.2 Imagery 8.3 Task – Write Any Poem 8.4 Sound Devices 8.5 Language Patterns 8.6 Ballads 8.7 Task – From Ballad to Story 8.8 Free Verse
	Creating literature	create texts that adapt plot structure, characters, settings and/or ideas from literary texts they have encountered, and experiment with vocabulary and literary devices (VC2E6LE05)	2.8 Explore Diary Writing 4.3 Task – Write a Conversation 4.9 Play Script Format and Structure 8.7 Task – From Ballad to Story 8.9 Build a Ballad
<i>Literacy</i>	Interacting with others	use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas; developing and supporting arguments; and sharing and evaluating information, experiences and opinions (VC2E6LY01)	1.1 Comprehension – 30 Australian Sports Legends 1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 2.1 Comprehension – My Girragundji 2.5 Comprehension – Vote For Me! 2.7 Make Connections in Texts 2.8 Explore Diary Writing 3.1 Comprehension – Refuge 3.2 Discussions 3.4 Comprehension – New Boy 3.7 Comprehension – Charlie and the Chocolate Factory 3.8 Different Authors, Similar Themes 3.14 Oral Presentation Skills 4.1 Comprehension – Making a Point 4.5 Comprehension – The Fishing Trip 4.8 Dialogue and Stage Directions 5.1 Comprehension – Bridget: A New Australian 5.4 Comprehension – The Weird Day 6.1 Comprehension – Boxing: For and Against 6.4 Comprehension – Shark Nets: For and Against 6.10 Comprehension – Animal Testing: For and Against 7.1 Comprehension – BTN: Piracy Crackdown 7.4 Comprehension – Rock Star Throws Tiara in River 7.7 Comprehension – BTN: Fake News 7.8 Filming and Presentation Techniques 8.1 Comprehension – Toby: Not Good Enough 8.6 Ballads
		deliver structured spoken and multimodal texts to an intended audience for a specific purpose, using appropriate features of voice (VC2E6LY02)	3.12 Write a Book Pitch 3.14 Oral Presentation Skills 7.8 Filming and Presentation Techniques

Phonic and word knowledge	use combined phonological, morphological and vocabulary knowledge to read and write increasingly complex words (VC2E6LY03)	This description is covered by Spelling Spot (patterns). For more information see the Year 6 Spelling Spot Scope and Sequence.
	use their knowledge of known words, base words, prefixes, suffixes, letter patterns, spelling generalisations and word origins (etymology), including some Latin and Greek roots, to spell new words, including technical words (VC2E6LY04)	1.8 Roots and Affixes 1.9 Base Words 3.5 Spelling Rules This description is also covered by Spelling Spot (patterns, prefixes, suffixes, and Greek and Latin roots). For more information see the Year 6 Spelling Spot Scope and Sequence.
Building fluency and making meaning	select and read different types of texts of varying complexity, integrating phonic, semantic and grammatical knowledge to read accurately and fluently for meaning, re-reading and self-correcting when needed (VC2E6LY05)	1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 6.1 Comprehension – Boxing: For and Against 6.3 Balanced Information 6.9 Task – Discuss Dams
Texts in context	examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created (VC2E6LY06)	2.7 Make Connections in Texts 7.3 Finding Facts
Analysing, interpreting and evaluating	analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences (VC2E6LY07)	1.5 Procedural Text Structure 2.2 Persuasive Language 1 2.3 Persuasive Language 2 2.4 Persuasive Essay Structure 3.12 Write a Book Pitch 6.2 Informative Texts 6.8 Discussion Article Structure 7.3 Finding Facts 7.5 News Video Script Features 8.4 Sound Devices 8.5 Language Patterns 8.6 Ballads 8.8 Free Verse
	use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and connect and compare ideas from a variety of sources to build literal and inferred meanings (VC2E6LY08)	1.1 Comprehension – 30 Australian Sports Legends 1.4 Comprehension – Measuring Friction 1.7 Comprehension – Eaton Lake 2.1 Comprehension – My Girragundji 2.5 Comprehension – Vote For Me! 2.7 Make Connections in Texts 3.1 Comprehension – Refuge 3.4 Comprehension – New Boy 3.7 Comprehension – Charlie and the Chocolate Factory 4.1 Comprehension – Making a Point 4.5 Comprehension – The Fishing Trip 5.1 Comprehension – Bridget: A New Australian 5.4 Comprehension – The Weird Day 6.1 Comprehension – Boxing: For and Against 6.4 Comprehension – Shark Nets: For and Against 6.10 Comprehension – Animal Testing: For and Against 7.1 Comprehension – BTN: Piracy Crackdown 7.2 Graphical Images 7.4 Comprehension – Rock Star Throws Tiara in River 7.7 Comprehension – BTN: Fake News 7.8 Filming and Presentation Techniques 8.1 Comprehension – Toby: Not Good Enough

Creating texts	create different types of texts, written and spoken, with developed and organised ideas for purpose and audience, and multimodal elements as appropriate (VC2E6LY09)	1.3 Task – Write a Procedural Text 1.5 Procedural Text Structure 1.6 Task – Write a Recipe 1.10 Task – Write Directions 2.4 Persuasive Essay Structure 2.6 Task – Write a Persuasive Speech 2.8 Explore Diary Writing 2.9 Punctuation for Quoted Speech 2.11 Design Principles 3.5 Spelling Rules 3.12 Write a Book Pitch 4.2 Create Characters 4.3 Task – Write a Conversation 4.9 Play Script Format and Structure 5.6 Task – Recount Your Craziest Day 5.9 Modality 6.2 Informative Texts 6.5 Task – Write a Balanced Discussion 6.7 Bias 6.8 Discussion Article Structure 6.9 Task – Discuss Dams 6.11 Revise Design Principles 7.5 News Video Script Features 7.6 Task – Write a News Video Script 8.2 Imagery 8.3 Task – Write Any Poem 8.7 Task – From Ballad to Story 8.8 Free Verse 8.9 Build a Ballad 8.10 Task – Publish a Ballad
	re-read and edit their own texts and the texts of others using agreed criteria and exploring editing choices (VC2E6LY10)	2.6 Task – Write a Persuasive Speech 4.3 Task – Write a Conversation 5.6 Task – Recount Your Craziest Day 6.5 Task – Write a Balanced Discussion 6.9 Task – Discuss Dams 7.6 Task – Write a News Video Script 8.3 Task – Write Any Poem 8.7 Task – From Ballad to Story 8.10 Task – Publish a Ballad
	write legibly, fluently and automatically for sustained periods (VC2E6LY11)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.

Note: Module 2.10 Homophones revises content from the Year 4 Victorian Curriculum v2.0.

Note: Module 1.11 The Apostrophe revises content from the Year 5 Victorian Curriculum v2.0.