

The tables on these pages list the three language modes and their associated strands, sub-strands and content descriptions from the Victorian Curriculum, and the English Stars 4 modules that match these descriptions.

Year 4 Victorian Curriculum Match

Reading and Viewing

Strand	Sub-strand	Content Descriptions	English Stars Modules
<i>Language</i>	Text structure and organisation	Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277)	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 2.10 Informative Language Features 3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.6 Plot 3.7 Task – From Plot to Story 3.10 Task – Rewrite Billy’s Bad Day 3.12 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 7.2 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 8.13 Task – Discuss Poetry
		Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (VCELA278)	2.7 Websites and Readability
	Expressing and developing ideas	Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (VCELA279)	1.12 Design a Poster 1.17 Design a Slideshow 2.9 Compare Texts from Different Eras 3.3 Characters 3.4 Setting 3.12 Comic Strips 3.14 Tension and Suspense 4.13 Task – Publish a Personal Response 8.14 Task – Publish a Poem
		Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (VCELA280)	4.2 Adverbs 4.3 Adverb Phrases 4.7 Adverb Clauses 5.10 Prepositional Phrases
		Investigate how quoted (direct) and reported (indirect) speech work in different types of text (VCELA281)	3.8 Quoted and Reported Speech 3.12 Comic Strips
	<i>Literature</i>	Literature and context	Make connections between the ways different authors may represent similar storylines, ideas and relationships (VCELT282)
Responding to literature		Describe the effects of ideas, text structures and language features of literary texts (VCELT283)	7.2 Genres 7.4 Task – Review a Film 7.11 Book Review Language

	Examining literature	Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques (VCELT284)	3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.6 Plot 3.14 Tension and Suspense 7.6 Reflect on Characters 7.9 Different Stories, Similar Ideas 7.10 Plot Summary 7.12 Book Review Structure
		Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts (VCELT285)	8.1 Comprehension – Rosie's Scowl 8.2 Poetic Language 8.4 Rhyme 8.6 Spoonerisms 8.7 Neologisms 8.8 Task – Write Quatrain Poems 8.10 Puns 8.11 Limericks 8.12 Task – Write an Acrostic Poem 8.13 Task – Discuss Poetry 8.14 Task – Publish a Poem
Literacy	Texts in context	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (VCELY286)	2.9 Compare Texts from Different Eras 7.9 Different Stories, Similar Ideas
	Interpreting, analysing, evaluating	Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing (VCELY287)	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 7.12 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
		Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)	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 2.13 Comprehension – Visit Wales 3.1 Comprehension – The Curious Dictionary 3.5 Comprehension – The Monster in the Roof 2.13 Comprehension – Visit Wales

		<p>3.1 Comprehension – The Curious Dictionary</p> <p>3.5 Comprehension – The Monster in the Roof</p> <p>3.9 Comprehension – Billy’s Bad Day</p> <p>3.13 Comprehension – The Sapphire Robbery</p> <p>4.1 Comprehension – Matrix Blast Review</p> <p>4.5 Comprehension – Mona Lisa</p> <p>5.1 Comprehension – BTN: Free Range</p> <p>5.5 Comprehension – The Case For Homework</p> <p>5.9 Comprehension – The Case Against Homework</p> <p>5.13 Comprehension – Explore the Stars!</p> <p>5.16 Comprehension – BTN: Debating Championships</p> <p>6.1 Comprehension – Streetscape</p> <p>6.5 Comprehension – Who Am I?</p> <p>7.1 Comprehension – Somewhere Around the Corner</p> <p>7.5 Comprehension – At the Creek</p> <p>7.8 Task – Write Comprehension Questions</p> <p>7.9 Different Stories, Similar Ideas</p> <p>8.1 Comprehension – Rosie’s Scowl</p> <p>8.3 New Vocabulary 2</p> <p>8.5 Comprehension – Brodie B Buckles and Barnabas Blake</p> <p>8.9 Comprehension – Six Limericks</p>
	<p>Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other (VCELY289)</p>	<p>2.9 Compare Texts from Different Eras</p> <p>7.9 Different Stories, Similar Ideas</p> <p>8.1 Comprehension – Rosie’s Scowl</p> <p>8.13 Task – Discuss Poetry</p>

Writing

Strand	Sub-strand		
<i>Language</i>	Text structure and organisation	<p>Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (VCELA290)</p>	<p>2.3 This, That, These, Those</p> <p>4.9 Pronoun Reference</p> <p>5.6 Sequence Words</p> <p>5.7 Cause and Effect Words</p> <p>5.14 Compare and Contrast Word</p>
		<p>Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (VCELA291)</p>	<p>3.8 Quoted and Reported Speech</p> <p>3.11 Quotation Marks</p> <p>3.12 Comic Strips</p>
	Expressing and developing ideas	<p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (VCELA292)</p>	<p>1.7 Noun Phrases</p> <p>5.10 Prepositional Phrases</p> <p>6.8 Verb Phrases</p>
		<p>Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts (VCELA293)</p>	<p>2.8 Task – Write an Information Report</p> <p>7.4 Task – Review a Film</p>
	Phonics and word knowledge	<p>Understand how to use phonic generalisations to identify and write words with more complex letter combinations (VCELA294)</p>	<p>This descriptor is covered by Spelling Spot (patterns, prefixes and suffixes). For more information see the Year 4 Spelling Spot Scope and Sequence.</p>
		<p>Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families (VCELA295)</p>	<p>1.3 Doubling in Spelling</p> <p>1.14 Prefixes</p> <p>2.4 Suffixes</p> <p>2.12 Consonant Clusters</p> <p>4.4 Homophones</p> <p>4.10 Tricky Homophones</p> <p>5.15 Plural Rules</p> <p>7.3 Spelling Rules</p> <p>This descriptor 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>

		Recognise homophones and know how to use context to identify correct spelling (VCELA296)	4.4 Homophones 4.10 Tricky Homophones This descriptor is also covered by Spelling Spot (homophones). For more information see the Year 4 Spelling Spot Scope and Sequence .
Literature	Creating literature	Create literary texts by developing storylines, characters and settings (VCELT297)	3.3 Characters 3.4 Setting 3.6 Plot 3.7 Task – From Plot to Story 3.10 Task – Rewrite Billy’s Bad Day 3.14 Tension and Suspense 7.7 Task – Retell a Story
		Create literary texts that explore students’ own experiences and imagining (VCELT298)	3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.7 Task – From Plot to Story 3.10 Task – Rewrite Billy’s Bad Day 3.14 Tension and Suspense 7.7 Task – Retell a Story 8.8 Task – Write Quatrain Poems 8.12 Task – Write an Acrostic Poem
Literacy	Creating texts	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299)	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 – From Plot to Story 3.10 Task – Rewrite Billy’s Bad Day 4.8 Task – Respond to Artwork 4.13 Task – Publish a Personal Response 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 7.4 Task – Review a Film 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
		Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (VCELY300)	2.8 Task – Write an Information Report 3.7 Task – From Plot to Story 4.8 Task – Respond to Artwork 4.12 Sentences 4.13 Task – Publish a Personal Response 5.4 Task – Write Persuasive Paragraphs 5.12 Task – Write a Persuasive Essay 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 7.4 Task – Review a Film 7.7 Task – Retell a Story 8.8 Task – Write Quatrain Poems 8.12 Task – Write an Acrostic Poem 8.14 Task – Publish a Poem
		Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity (VCELY301)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.
		Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (VCELY302)	1.12 Design a Poster 1.17 Design a Slideshow 4.13 Task – Publish a Personal Response 8.14 Task – Publish a Poem

Speaking and Listening			
Strand	Sub-strand		
Language	Language variation and change	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)	1.4 Greek and Latin Roots 1.16 Borrowed Words 4.11 Slang, Colloquial and Formal Words
	Language for interaction	Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)	1.10 Effective Speaking 1.11 Non-Verbal Communication 4.11 Slang, Colloquial and Formal Words 5.2 Fact or Opinion 5.3 Persuasive Language 1 5.4 Task – Write Persuasive Paragraphs 5.8 Persuasive Language 2 5.17 Improve Your Speaking
		Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)	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
Literature	Responding to literature	Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)	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 6.5 Comprehension – Who Am I? 7.1 Comprehension – Somewhere Around the Corner 7.2 Genres 7.5 Comprehension – At the Creek 7.6 Reflect on Characters 7.7 Task – Retell a Story 8.1 Comprehension – Rosie’s Scowl 8.5 Comprehension – Brodie B Buckles and Barnabas Blake 8.9 Comprehension – Six Limericks 8.13 Task – Discuss Poetry
Literacy	Interacting with others	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)	1.6 Effective Listening 1.9 Comprehension – Skateboarding in Afghanistan 1.10 Effective Speaking
		Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (VCELY308)	1.10 Effective Speaking 1.11 Non-Verbal Communication 1.15 Write a Speech 1.17 Design a Slideshow 5.11 Persuasive Essay Structure 5.17 Improve Your Speaking

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

Note: Modules 1.2 Past Tense and 1.8 Contractions revises content from the Year 3 Victorian Curriculum.