

GLENALLEN



The Victorian Curriculum F–10

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

Resources and supporting information

Resources have been developed to support the implementation of the Victorian Curriculum F-10, including [guidelines](#) for Victorian schools developing whole-school teaching and learning plans and reporting student learning achievement, information on curriculum planning and assessment, curriculum area-specific advice, and professional learning opportunities. These resources are found on the 'Foundation–10 Curriculum' section on the [VCAA website](#).

In addition, the VCAA also provides the [Curriculum Planning Resource portal](#), designed to support school leaders to plan and document a comprehensive whole-school curriculum.

For a visual guide to assist locating key information and resources related to the Victorian Curriculum F–10, please see the [Quick Guide](#) (pdf - 564kb).

LEARNING AREAS	CAPABILITIES
The Arts <ul style="list-style-type: none">• Dance• Drama• Media Arts• Music• Visual Arts• Visual Communication Design	Critical and Creative Thinking Ethical Intercultural Personal and Social
English	
Health and Physical Education	
The Humanities <ul style="list-style-type: none">• Civics and Citizenship• Economics and Business• Geography• History	
Languages	
Mathematics	
Science	
Technologies <ul style="list-style-type: none">• Design and Technologies• Digital Technologies	

English

Level C (Towards Foundation)

Level C Description

In Level C, students communicate with known adults, teachers and peers. Students learn about social rules of communication and experience different ways to convey information to others. Students...

[Show more](#)

Level C Content Descriptions

Writing

Language

Text structure and organisation

Know that symbols, words and images can communicate needs (VCCLA085)

Know their written name (as a grapheme) and match the letters in their name (VCCLA086)

Phonics and word knowledge

Use spoken words, sign or Augmentative Alternative Communication System to communicate and understand that images can be used to write and express ideas (VCCLA087)

Know the beginning sounds (onset) of familiar words (VCCLA088)

Level D (Towards Foundation)

Level D Description

In the Level D, students communicate with known adults, teachers and peers. Students are provided with experiences that engage, support and extend their learning, including the use of pictorial...

[Show more](#)

Level D Content Descriptions

Writing

Language

Text structure and organisation

Understand that language can be represented as written text (VCCLA120)

Copy own name and recognise some of the letters within it, and understand that pausing is presented as a full stop in written text (VCCLA121)

Phonics and word knowledge

Use, communicate or articulate high-frequency words and reproduce familiar sounds and their letters (VCCLA122)

Identify the onset of familiar words and some words that have the same rime (VCCLA123)

Foundation Level

Foundation Level Description

In the Foundation level, students communicate with peers, teachers, known adults, and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and...

[Show more](#)

Foundation Level Content Descriptions

Writing

Language

Text structure and organisation

Understand that some language in written texts is unlike everyday spoken language (VCCLA155)

Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (VCCLA156)

Phonics and word knowledge

Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name (VCCLA157)

Writing Achievement Standards

Achievement Standards	Level C	Achievement Standards	Level D
	<p>When writing, they can scribble freely using various materials or computer mouse. Students draw non-linear shapes and forms. They can use a touchscreen, press keys on keyboard and move a computer mouse. They begin to hold and manipulate objects. They assist in the construction of text by selecting images and topics through choice making.</p> <p>Achieved</p> <p>Working Towards</p> <p>Beginning</p>		<p>When writing, students add writing such as scribble to label or comment on drawings, and imitate writing words and sentences. They express and record their wants and needs through a word, a picture or symbol selection. They demonstrate fine motor grasp and manipulating skills such as moving, picking up and manipulating objects. They can hold and use a pencil to make purposeful marks on paper. They apply colour to an outline and draw with purposeful direction. They can press a key for particular letters or functions on a keyboard and locate and click icons on the screen. They can select pictures that are important to create a picture storybook.</p>

7 achievement standards

6 achieved

= 85% of Level C achieved, therefore student can move into Level D

Australian Curriculum	Victorian Curriculum
1a:	Level A: Students experience coactive writing activities.
1b:	Level B: When writing, they can scribble freely using various materials or computer mouse. They assist in the construction of text by selecting images and topics through choice making
1c: Create texts, for example to comment on a recent event, story or shared experience	Level C: When writing, students add writing such as scribble to label or comment on drawings, and imitate writing words and sentences.
1d: Create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs	Level D: When writing, students produce ‘text-like’ writing to convey meaning and label images. They understand that what is said can be written down, indicate words, and demonstrate knowledge of some rules associated with writing, such as working from left to right, top to bottom and spacing.

Primary School

Active Learning through Active Learning

Measurement & Geometry



assessment

testing

feedback

descriptors

transparency

feedforward

levels

verbs

reporting

challenge

standards

attributes

criteria

validity

balance

certification

teaching

weighting

alignment

principles

manageability

judgments

achievement

consistency

expectations

explicitness

outcomes

moderation

fairness

qualifiers

learning

grades

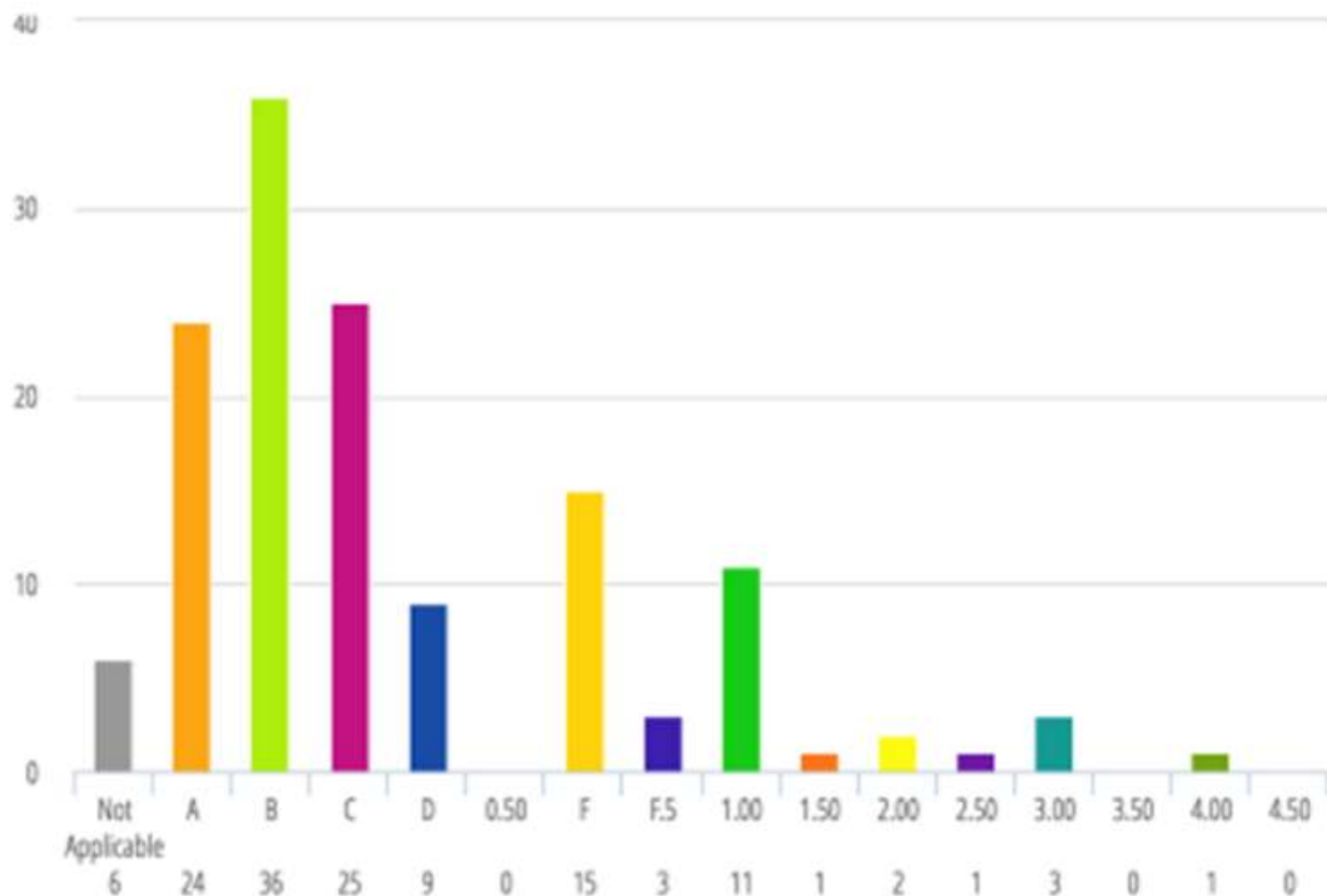
reliability

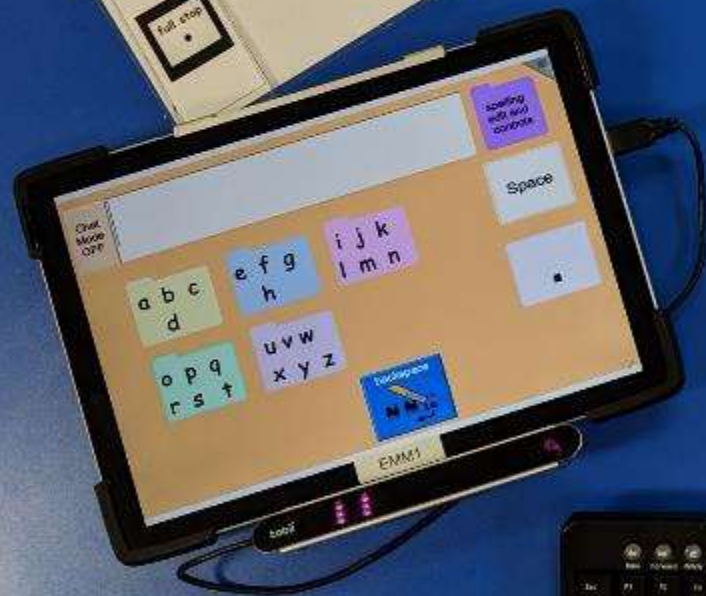
equity

decisions

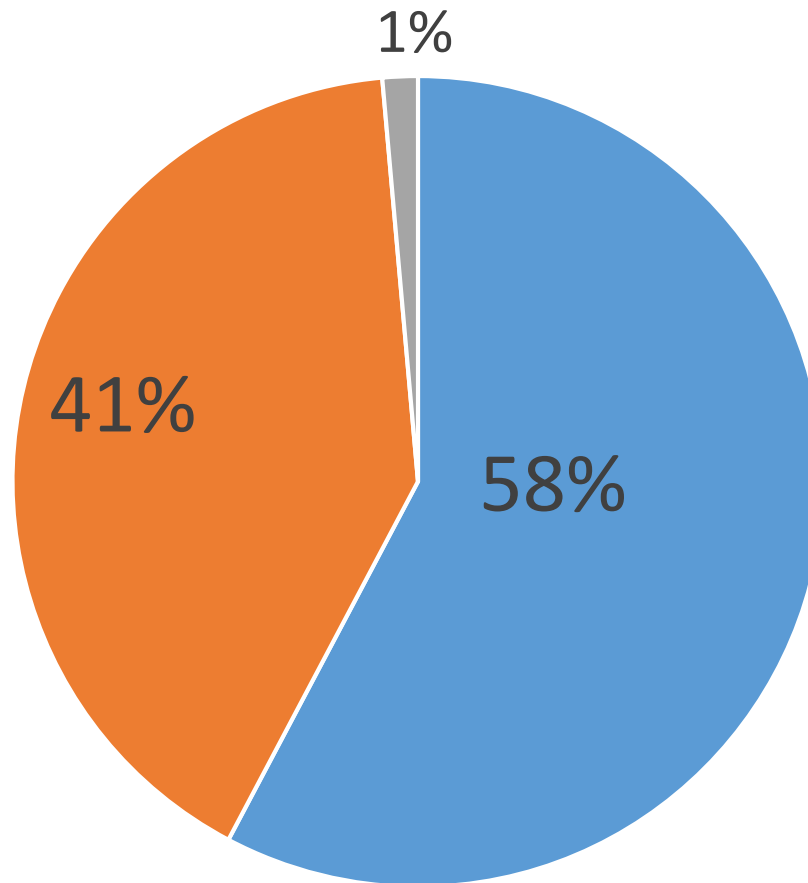
quantifiers

Student Writing Levels Mid Year 2018





Writing Tool Use in the Primary School



- Students who can only use alternative writing tools
- Students who prefer to use alternative writing tools
- Students who prefer to use a traditional pencil

Independent Writing. 15/6.

What do you take to bed?

I take _____.

aduh

I believe that the VCAL Healthy Living Expo was a success because everybody was engaged in the Expo. This made the Expo a success for me because it was a very positive space for me and everybody sounded interested in what I had to say about my chosen topic which was Special Olympics. Secondly it was fun to plan, organise and run because I knew it would help young adults in the community. I also believe that it was a great experience because of the VCAL team which made sure we were on task and prepared for the big day. I also believe that the Expo was a success because the whole school community got behind the Expo. This for me was great because teacher who I have had in the past could see their impact on my learning to where I am today. I strongly believe that it was an excellent learning opportunity for me because I was learning without realising I was learning something.




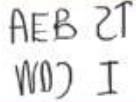
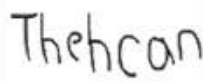
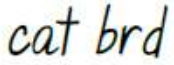

Independent Writing
What you bring to bed?




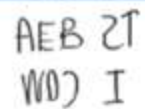




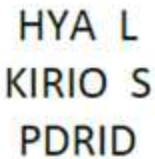

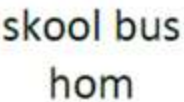
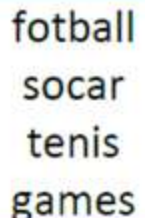
I K d o a v i w o e h




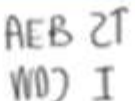

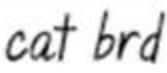

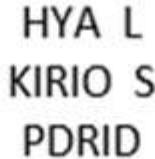

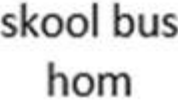
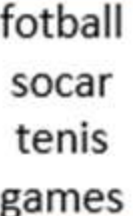
(I do monkey)

I m goioi
KMNE AOII
mnilePLK
DKJUHYGVI
YNMJUKIDA
milh sfhkl
Hopjkgytiolk

bbabeae

Developmental Writing Scale	Stage 1 Drawing or Selecting Images	Stage 2 Scribble Writing	Stage 3 Recognizable Letters in Non-Word Strings	Stage 4 Strings of Letters Grouped into "Prewords"	Stage 5 Real Words Embedded in Letter Strings	Stage 6 Two to Three Different Intelligible Words	Stage 7 More Than Three Words In A List
Traditional Pencil							

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Traditional Pencil							
Alternate Pencil	PKASDMCAKSAD						
Victorian Curriculum	Level B			Level C	Level D		
ACARA Literacy Continuum				Level 1c / Level 1d			
National Literacy Learning Progressions				CrT1	CrT2	CrT3	



Independent Writing
What I bring to bed?

Aahcmaijhc. Ox.

(chair bed do)

Level C
Stage 3

Wide
variety of
letters used -

Independent Writing. 15/6.
What do you take to
bed?

I take _____ .
adah

Level B

I believe that the VCAL Healthy Living Expo was a success because everybody was engaged in the Expo. This made the Expo a success for me because it was a very positive space for me and everybody sounded interested in what I had to say about my chosen topic which was Special Olympics. Secondly it was fun to plan, organise and run because I knew it would help young adults in the community. I also believe that it was a great experience because of the VCAL team which made sure we were on task and prepared for the big day. I also believe that the Expo was a success because the whole school community got behind the Expo. This for me was great because teacher who I have had in the past could see their impact on my learning to where I am today. I strongly believe that it was an excellent learning opportunity for me because I was learning without realising I was learning something.

Level 5

Independent Writing
What you bring to bed?

I know iwoeh

(I do monkey)

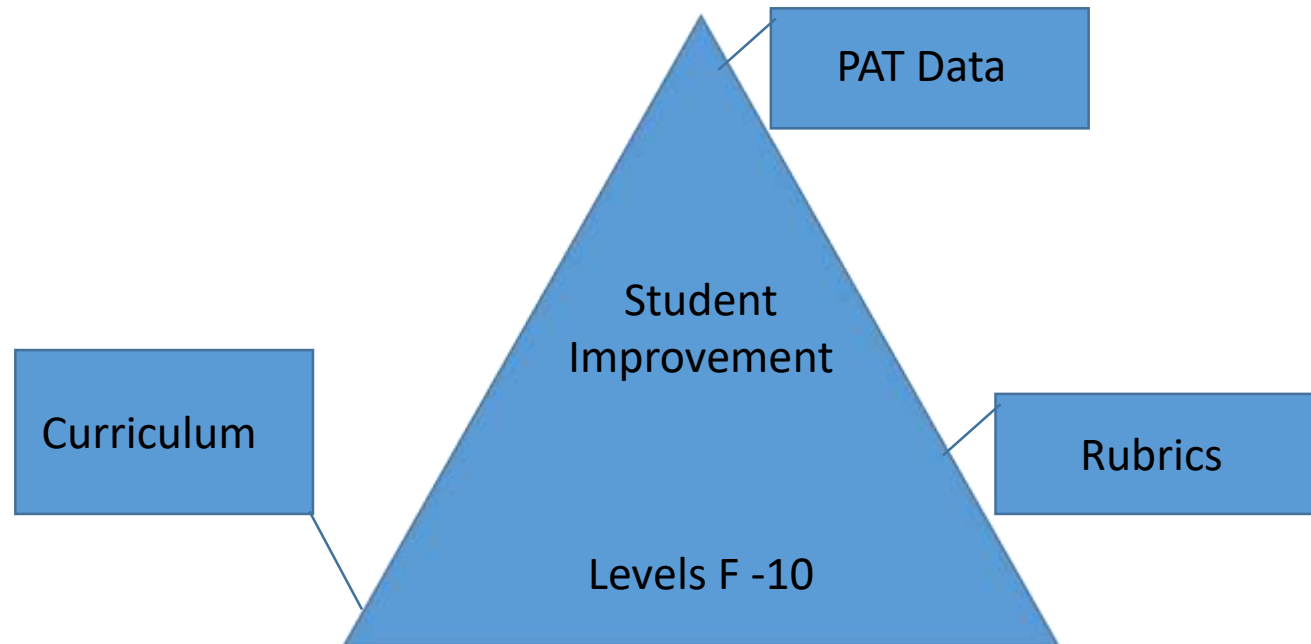
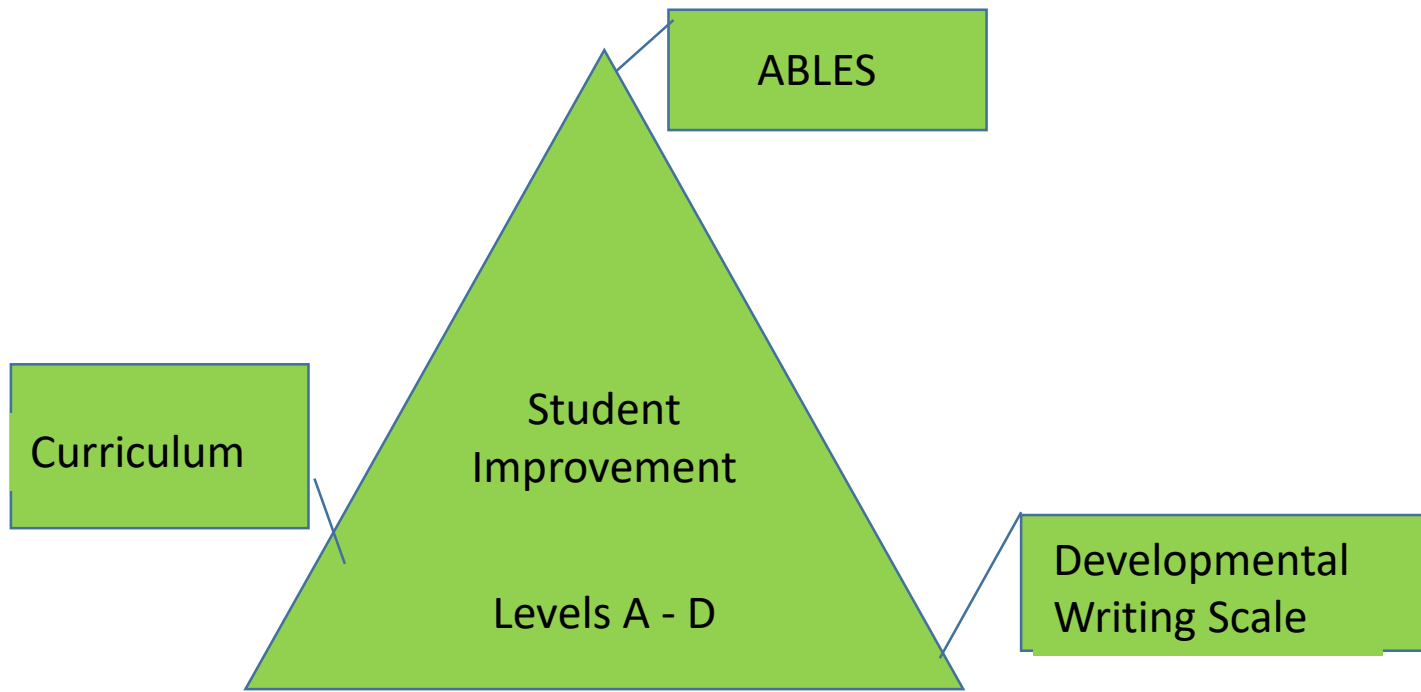
Level C

I m goioi
KMNE AOII
mnilePLK
DKJUH YGVI
YNMJUKIDA
milh sfhkl
Hopjkgytiolk

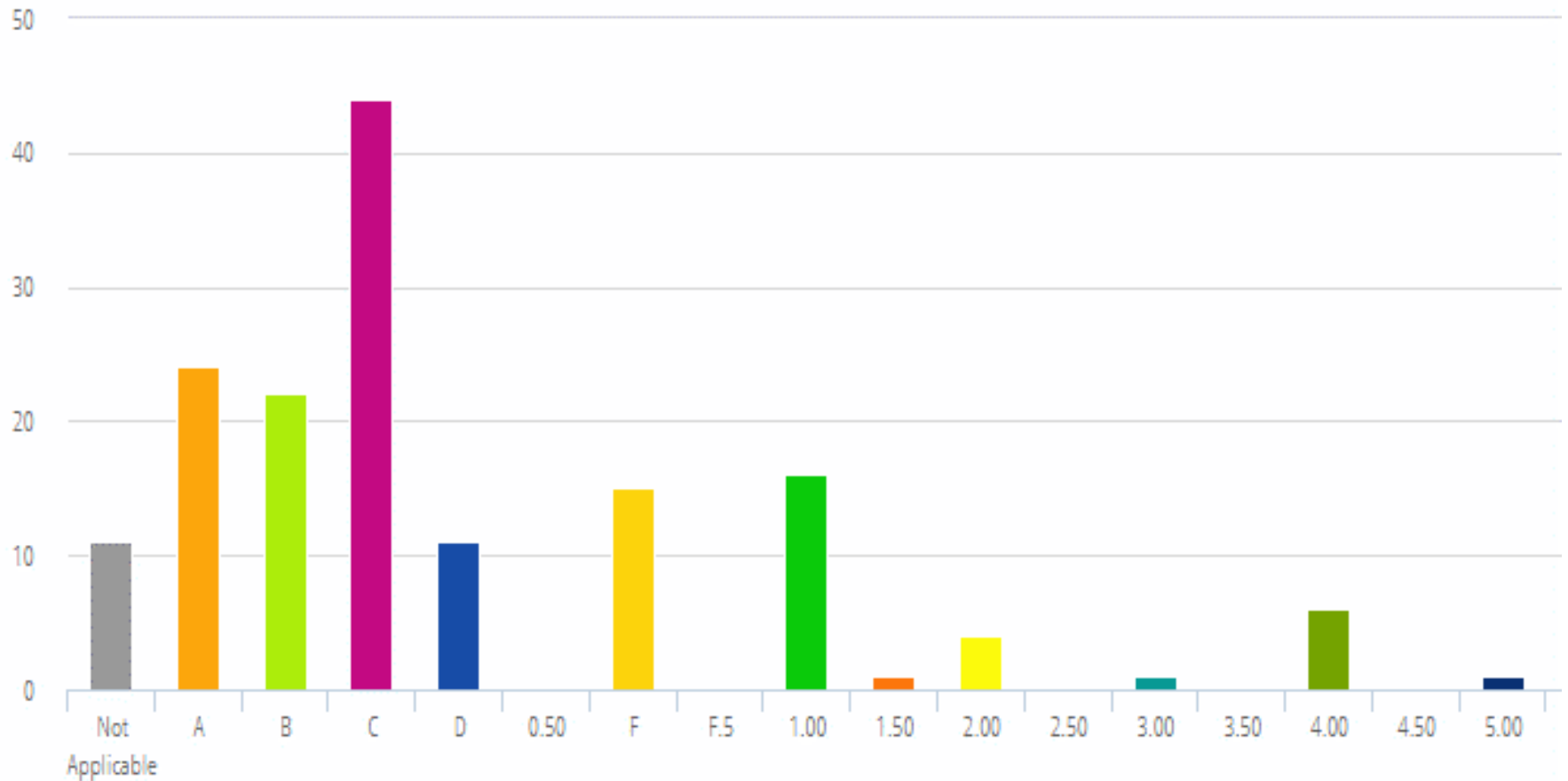
Level D

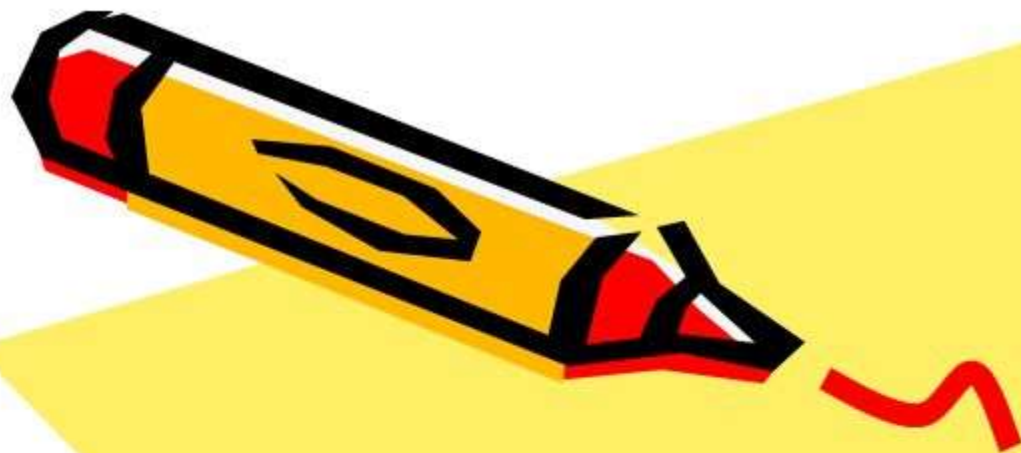
bbabeae

Level B



Student Writing Levels, Mid Year 2019





Now You Try!





Mnpz khv gcuw mua.

backspace

space

C

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Chat
Mode
OFF

Chiarajc fsq mum

spelling
edit and
controls

a b c
d

e f g
h

i j k
l m n

Space

o p q
r s t

u v w
x y z

■

backspace



Dog hcs dog
minbjbvcx

ABCDABCAA.

Wehtwt

whack

johhc

hulk

ahak

attack

e e a e d a i A a a g b a
a e e o i a a j

AND Finally...

You know you are a
teacher if you can
read this

Wot I det on the hoaddels

I pae on my Ipad .

I wo hos f1 car on fox sot.

I had lots of kfc.

Etnpop con