

Year 3 standard elaborations — Australian Curriculum v9.0: English

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for English describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



Year 3 Australian Curriculum: English achievement standard

By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.

They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.

They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 English for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

Year 3 English standard elaborations

	A	B	C	D	E
The folio of student work contains evidence of the following:					
Listening, speaking and creating	<ul style="list-style-type: none"> listening to texts including stories and/or multimodal texts and interacting with others to purposefully: <ul style="list-style-type: none"> relate ideas express opinions, preferences and appreciation of texts purposeful creation* of spoken texts including stories and/or multimodal texts including relevant details from learnt topics, topics of interest or texts when: <ul style="list-style-type: none"> relating ideas, expressing opinions, preferences and appreciation of texts 	<ul style="list-style-type: none"> listening to texts including stories and/or multimodal texts and interacting with others to effectively: <ul style="list-style-type: none"> relate ideas express opinions, preferences and appreciation of texts effective creation* of spoken texts including stories and/or multimodal texts including relevant details from learnt topics, topics of interest or texts when: <ul style="list-style-type: none"> relating ideas, expressing opinions, preferences and appreciation of texts 	<ul style="list-style-type: none"> listening to texts including stories and/or multimodal texts and interacting with others to: <ul style="list-style-type: none"> relate ideas express opinions, preferences and appreciation of texts creation* of spoken texts including stories and/or multimodal texts including relevant details from learnt topics, topics of interest or texts when: <ul style="list-style-type: none"> relating ideas, expressing opinions, preferences and appreciation of texts 	<ul style="list-style-type: none"> listening to texts including stories and/or multimodal texts and interacting with others to, variably: <ul style="list-style-type: none"> relate ideas and/or express opinions and/or preferences and/or appreciation of texts variable creation* of spoken texts including stories and/or multimodal texts including details when: <ul style="list-style-type: none"> relating ideas and/or expressing opinions and/or preferences and/or appreciation of texts 	<ul style="list-style-type: none"> listening to texts including stories and/or multimodal texts and interacting with others to: <ul style="list-style-type: none"> relate isolated ideas and/or express isolated opinions and/or preferences and/or appreciation of texts creation* of spoken texts including stories and/or multimodal texts through statement/s of: <ul style="list-style-type: none"> ideas and/or opinions and/or preferences and/or appreciation of texts
	purposeful grouping, logical sequencing and linking of ideas	effective grouping, logical sequencing and linking of ideas	grouping, logical sequencing and linking of ideas	variable grouping and sequencing of ideas	fragmented grouping and sequencing of ideas
	<ul style="list-style-type: none"> purposeful use of language features[†] including topic-specific vocabulary, and/or visual features purposeful use of features of voice 	<ul style="list-style-type: none"> effective use of language features[†] including topic-specific vocabulary, and/or visual features effective use of features of voice 	<ul style="list-style-type: none"> use of language features[†] including topic-specific vocabulary, and/or visual features use of features of voice 	<ul style="list-style-type: none"> variable use of language features[†] including topic-specific vocabulary, and/or visual features variable use of features of voice 	<ul style="list-style-type: none"> sporadic use of language features[†] including topic-specific vocabulary, and/or visual features sporadic use of features of voice

	A	B	C	D	E
Reading and viewing	<u>proficient</u> reading, viewing and comprehending texts, recognising their purpose and audience	<u>effective</u> reading, viewing and comprehending texts, recognising their purpose and audience	reading, viewing and comprehending texts, recognising their purpose and audience	<u>variable</u> reading, viewing and comprehending texts, recognising their purpose and audience	<u>sporadic</u> reading, viewing and comprehending texts, recognising their purpose and audience
	<ul style="list-style-type: none"> • <u>considered</u> identification of literal meaning • <u>thorough</u> explanation of inferred meaning 	<ul style="list-style-type: none"> • <u>informed</u> identification of literal meaning • <u>detailed</u> explanation of inferred meaning 	<ul style="list-style-type: none"> • identification of literal meaning • explanation of inferred meaning 	<ul style="list-style-type: none"> • <u>partial</u> identification of literal meaning • <u>partial</u> explanation of inferred meaning 	<ul style="list-style-type: none"> • <u>basic</u> identification of literal meaning • <u>fragmented identification</u> of inferred meaning
	<u>thorough</u> description of how stories are developed through characters and/or events	<u>detailed</u> description of how stories are developed through characters and/or events	description of how stories are developed through characters and/or events	<u>variable</u> description of how stories are developed through characters and/or events	<u>statement/s about</u> how stories are developed
	<u>thorough</u> description of how texts are structured and presented	<u>detailed</u> description of how texts are structured and presented	description of how texts are structured and presented	<u>variable</u> description of how texts are structured and presented	<u>identification</u> of how texts are structured and presented
	<u>thorough</u> description of the language features [†] of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning	<u>detailed</u> description of the language features [†] of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning	description of the language features [†] of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning	<u>variable</u> description of the language features [†] of texts including topic-specific vocabulary and visual features	<u>identification</u> of the language features [†] of texts including topic-specific vocabulary and visual features
	<u>proficient</u> fluent reading through the use of phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns	<u>effective</u> fluent reading through the use of phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns	fluent reading through the use of phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns	<u>partially</u> fluent reading through the use of phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns	<u>isolated</u> use of phonic <u>or</u> morphemic <u>or</u> grammatical knowledge to read multisyllabic words with more complex letter patterns

	A	B	C	D	E
Writing and creating	purposeful creation* of written and/or multimodal texts for audiences that relate ideas including relevant details from learnt topics, topics of interest or texts to: <ul style="list-style-type: none"> • inform • narrate stories • explain • argue 	effective creation* of written and/or multimodal texts for audiences that relate ideas including relevant details from learnt topics, topics of interest or texts to: <ul style="list-style-type: none"> • inform • narrate stories • explain • argue 	creation* of written and/or multimodal texts for audiences that relate ideas including relevant details from learnt topics, topics of interest or texts to: <ul style="list-style-type: none"> • inform • narrate stories • explain • argue 	partial creation* of written and/or multimodal texts for audiences that relate ideas to: <ul style="list-style-type: none"> • inform and/or • narrate stories and/or • explain and/or • argue 	sporadic creation* of written and/or multimodal texts for audiences that relate ideas to: <ul style="list-style-type: none"> • inform and/or • narrate stories and/or • explain and/or • argue
	purposeful use of text structures including paragraphs	effective use of text structures including paragraphs	use of text structures including paragraphs	variable use of text structures including paragraphs	use of fragmented text structures
	considered use of language features [†] including compound sentences, topic-specific vocabulary and literary devices, and/or visual features	informed use of language features [†] including compound sentences, topic-specific vocabulary and literary devices, and/or visual features	use of language features including [†] compound sentences, topic-specific vocabulary and literary devices, and/or visual features	variable use of language features [†] including compound sentences, topic-specific vocabulary and literary devices, and/or visual features	fragmented use of language features [†] including simple sentences , topic-specific vocabulary and literary devices, and/or visual features
	writing texts with the purposeful use of letters that are accurately formed and consistent in size	writing texts with the effective use of letters that are accurately formed and consistent in size	writing texts with the use of letters that are accurately formed and consistent in size	writing texts with the use of letters that are variably formed and/or sized	basic formation of letters in written texts
	spelling of: <ul style="list-style-type: none"> • multisyllabic words with more complex letter patterns, using phonic and morphemic knowledge • high-frequency words. 	spelling of: <ul style="list-style-type: none"> • multisyllabic words with complex letter patterns, using phonic and morphemic knowledge • high-frequency words. 	spelling of: <ul style="list-style-type: none"> • multisyllabic words, using phonic and morphemic knowledge • high-frequency words. 	variable spelling of: <ul style="list-style-type: none"> • multisyllabic words, using phonic and morphemic knowledge • high-frequency words. 	isolated spelling of words and/or high-frequency words, using phonic and morphemic knowledge.

Key shading emphasises the qualities that discriminate between the A–E descriptors

*creation (also create): To imagine or conceive, develop or produce (in print or digital form) spoken, written or multimodal texts and **edit** (see definition that follows) and publish work for an audience. | edit: To prepare, alter, adapt or refine with attention to grammar, spelling, punctuation and vocabulary.

†language features: Features that support meaning (e.g. clause- and word-level grammar, vocabulary, figurative language, punctuation, images). Choices vary for the purpose, subject matter, audience and mode or medium.



© State of Queensland (QCAA) 2023

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution:** (include the link): © State of Queensland (QCAA) 2023

Other copyright material in this publication is listed below.

1. Unless otherwise indicated material from the Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the Australian Curriculum website and its copyright notice.
2. The footnoted definitions are 'Excluded Material' used under the terms of the Australian Curriculum and its [copyright notice](#) and not modified. © Australian Curriculum, Assessment and Reporting Authority (ACARA) 2009 to present, unless otherwise indicated. You may view, download, display, print, reproduce (such as by making photocopies) and distribute these Excluded Materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you make others aware it can only be used for these purposes and attribute ACARA as the source of the Excluded Material. For the avoidance of doubt, this means that you cannot edit, modify or adapt any of these materials, and you cannot sub-license any of these materials to others. Apart from any uses permitted under the *Copyright Act 1968* (Cth), and those explicitly granted above, all other rights are reserved by ACARA. If you want to use such material in a manner that is outside this restrictive licence, you must request permission from ACARA by emailing (copyright@acara.edu.au).