Comparison of AC v8.4 to v9.0

ACiQ|v9.0

Year 3: English

Key	same/refined	removed	new	moved

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Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
Receptive modes (listening, reading and viewing) By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills. Productive modes (speaking, writing and creating) Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.	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.

Strands	Sub-strands	Content descriptions	Content descriptions	Sub-strands	Strands
Language	Language variation and change	understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning ACELA1475			Language
	Language for interaction	understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations ACELA1476	understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality AC9E3LA01	Language for interacting with others	
		examine how evaluative language can be varied to be more or less forceful ACELA1477	understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful AC9E3LA02		
	Text structure and organisation	understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) ACELA1478	describe how texts across the curriculum use different language features and structures relevant to their purpose AC9E3LA03	Text structure and organisation	
		understand that paragraphs are a key organisational feature of written texts ACELA1479	understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LA04		
		identify the features of online texts that enhance navigation ACELA1790	identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA05		
	Expressing and developing ideas	understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement ACELA1481	understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree AC9E3LA06	Language for expressing and developing ideas	
		understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense ACELA1482	understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA07		
			understand that verbs are anchored in time through tense AC9E3LA08		
		identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments ACELA1483	identify how images extend the meaning of a text AC9E3LA09		
		learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ACELA1484	extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts AC9E3LA10		
		know that word contractions are a feature of informal language and that apostrophes of contraction are	understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession AC9E3LA11		

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		used to signal missing letters ACELA1480 **Moved from Text structure and organisation**			
Literature	Literature and contexts	discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons ACELT1594	discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE01	Literature and contexts	Literature
	Responding to literature	draw connections between personal experiences and the worlds of texts, and share responses with others ACELT1596	discuss connections between personal experiences and character experiences in literary texts and share personal preferences AC9E3LE02	Engaging with and responding to literature	
		develop criteria for establishing personal preferences for literature ACELT1598			
	Examining literature	discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative ACELT1599	discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative AC9E3LE03	Examining literature	
		discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ACELT1600	discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose AC9E3LE04		
	Creating literature	create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle ACELT1601	create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts AC9E3LE05	Creating literature	
		create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue ACELT1791			
Literacy	Texts in context	identify the point of view in a text and suggest alternative points of view ACELY1675	recognise how texts can be created for similar purposes but different audiences AC9E3LY01	Texts in context	Literacy
	Interacting with other	listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations ACELY1676	use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY02	Interacting with others	
		use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume ACELY1792			
	Interpreting, analysing and evaluating	identify the audience and purpose of imaginative, informative and persuasive texts ACELY1678	identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images AC9E3LY03	Analysing, interpreting and evaluating	
		read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting ACELY1679	read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04		
		use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features ACELY1680	use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05		
	Creating texts	plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose ACELY1682	plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06	Creating texts	
		plan and deliver short presentations, providing some key details in logical sequence ACELY1677 **Moved from Interacting with others**	plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07		
		write using joined letters that are clearly formed and consistent in size ACELY1684	write words using joined letters that are clearly formed and consistent in size AC9E3LY08		
		re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation ACELY1683			
		use software including word processing programs with growing speed and efficiency to construct and			

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		edit texts featuring visual, print and audio elements ACELY1685		
	Moved from Language strand Phonics and word knowledge	understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns ACELA1826	understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns AC9E3LY09	Phonic and word knowledge
		know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word ACELA1827	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 AC9E3LY10	
		understand how to use letter-sound relationships and less common letter patterns to spell words ACELA1485	use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words AC9E3LY11	
		recognise and know how to write most high frequency words including some homophones ACELA1486	recognise and know how to write most high frequency words including some homophones AC9E3LY12	