Year 4 English

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 4. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand by which it is organised, e.g. AC9E4LA01 indicates Language strand.

Key to content description codes: English	
e.g. **AC9E4LA01** Australian Curriculum (**AC**) Version 9 (**9**) English (**E**) Year 4 (**4**) Strand (**LA**, **LE**, **LY**) Content description number (**##**)	Strands: • LA — Language • LE — Literature • LY — Literacy

Year 4 Australian Curriculum: English achievement standard

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
By the end of Year 4	**Students learn to:**	
Students interact with others, and listen to and create spoken and/or multimodal texts including stories.	• explore language used to develop relationships in formal and informal situations	AC9E4LA01
	• examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning	AC9E4LE04
	• create and edit literary texts by developing storylines, characters and settings	AC9E4LE05
	• listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information	AC9E4LY02
	• use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts	AC9E4LY05
	• plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume	AC9E4LY07
They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts.	• identify the subjective language of opinion and feeling, and the objective language of factual reporting	AC9E4LA02
	• describe the effects of text structures and language features in literary texts when responding to and sharing opinions	AC9E4LE02
	• discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	AC9E4LE03
	• examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning	AC9E4LE04
	• listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information	AC9E4LY02
	• plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume	AC9E4LY07
They use text structures to organise and link ideas.	• identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	AC9E4LA03
	• identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas	AC9E4LA04
	• create and edit literary texts by developing storylines, characters and settings	AC9E4LE05
	• plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume	AC9E4LY07

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.	• identify the subjective language of opinion and feeling, and the objective language of factual reporting	AC9E4LA02
	• identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	AC9E4LA03
	• expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources	AC9E4LA11
	• examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning	AC9E4LE04
	• plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume	AC9E4LY07
They read, view and comprehend texts created to inform, influence and/or engage audiences.	• identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout	AC9E4LA05
	• investigate how quoted (direct) and reported (indirect) speech are used	AC9E4LA07
	• 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 texts	AC9E4LA10
	• expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources	AC9E4LA11
	• recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors	AC9E4LE01
	• discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	AC9E4LE03
	• examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning	AC9E4LE04
	• compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events	AC9E4LY01
	• identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	AC9E4LY03
	• read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed	AC9E4LY04
	• use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts	AC9E4LY05
They describe how ideas are developed including through characters and events, and how texts reflect contexts.	• identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	AC9E4LA03
	• identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas	AC9E4LA04
	• 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	AC9E4LA06
	• investigate how quoted (direct) and reported (indirect) speech are used	AC9E4LA07
	• understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	AC9E4LA08
	• recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors	AC9E4LE01
	• discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	AC9E4LE03
	• compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events	AC9E4LY01
	• identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	AC9E4LY03
They describe the characteristic features of different text structures.	• identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	AC9E4LA03
	• identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas	AC9E4LA04
	• identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout	AC9E4LA05
	• identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	AC9E4LY03

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They describe how language features including literary devices, and visual features shape meaning.	• identify the subjective language of opinion and feeling, and the objective language of factual reporting	AC9E4LA02
	• identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	AC9E4LA03
	• 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	AC9E4LA06
	• investigate how quoted (direct) and reported (indirect) speech are used	AC9E4LA07
	• understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	AC9E4LA08
	• understand past, present and future tenses and their impact on meaning in a sentence	AC9E4LA09
	• 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 texts	AC9E4LA10
	• expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources	AC9E4LA11
	• understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation	AC9E4LA12
	• discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions	AC9E4LE03
	• examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning	AC9E4LE04
	• identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text	AC9E4LY03
They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.	• understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation	AC9E4LA12
	• read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed	AC9E4LY04
	• 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	AC9E4LY09
	• read and write high-frequency words including homophones and know how to use context to identify correct spelling	AC9E4LY11
They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts.	• identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	AC9E4LA03
	• identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas	AC9E4LA04
	• 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	AC9E4LA06
	• investigate how quoted (direct) and reported (indirect) speech are used	AC9E4LA07
	• understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	AC9E4LA08
	• 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 texts	AC9E4LA10
	• create and edit literary texts by developing storylines, characters and settings	AC9E4LE05
	• plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	AC9E4LY06
They use paragraphs to organise and link ideas.	• identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	AC9E4LA03
	• identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas	AC9E4LA04
	• create and edit literary texts by developing storylines, characters and settings	AC9E4LE05
	• plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	AC9E4LY06

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features.	• identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	AC9E4LA03
	• 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	AC9E4LA06
	• investigate how quoted (direct) and reported (indirect) speech are used	AC9E4LA07
	• understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	AC9E4LA08
	• understand past, present and future tenses and their impact on meaning in a sentence	AC9E4LA09
	• 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 texts	AC9E4LA10
	• expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources	AC9E4LA11
	• understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation	AC9E4LA12
	• create and edit literary texts by developing storylines, characters and settings	AC9E4LE05
	• plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	AC9E4LY06
They write texts using clearly formed letters with developing fluency.	• write words using clearly formed joined letters, with developing fluency and automaticity	AC9E4LY08
They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.	• understand past, present and future tenses and their impact on meaning in a sentence	AC9E4LA09
	• plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation	AC9E4LY06
	• 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	AC9E4LY09
	• understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words	AC9E4LY10
	• read and write high-frequency words including homophones and know how to use context to identify correct spelling.	AC9E4LY11

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.