Year 3 English
Curriculum and assessment plan

Example

Level description	Context and cohort considerations
The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years. In Year 3, students use spoken, written or visual communication to interact with familiar audiences for a purpose. Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts may include oral texts, picture books, various types of print and digital texts, chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work. In Year 3, students engage with a range of texts that support and extend them as independent readers. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. Literary texts may describe events that extend over several pages, unusual happenings within a framework of familiar experiences and may include images that extend meaning. These texts use language features including varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency words that can be decoded using phonic and morphemic knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text. The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia. Year 3 students create imaginative, informative and persuasive types of texts, which may include narratives, procedures, performances, reports, reviews, poetry and argument for particular purposes and audiences.	In Year 3, students continue to develop their interacting, speaking, reading and writing skills, building on what has been taught in Year 2. The units in this curriculum and assessment plan are designed to engage Year 3 learners and are written within the context of the level description. Additionally, the curriculum and assessment plan for this example is based on a year level plan where writing, speaking and interacting are taught and assessed across learning areas. Year 3 students complete NAPLAN testing in Term 1.

Unit 1 — Mascot magic	Unit 2 — Wish you were here	Unit 3 — Movie time!	Unit 4 — Communicating interests
Duration: 10 weeks	**Duration: 10 weeks**	**Duration: 10 weeks**	**Duration: 10 weeks**
Animal characters have been woven into the fabric of storytelling for centuries. Beyond the fur, feathers and scales these characters portray qualities such as loyalty, bravery, kindness and many more. In this unit, students explore animal characters from a range of illustrated stories (e.g. picture books, graphic novels) and choose their favourite character to be the class mascot.	Narratives introduce students to vivid settings bursting with rich imagery, giving young writers inspiration when writing descriptively about place. In this unit, students explore narratives about different places and focus on descriptive imaginative and narrative writing.	Film trailers serve as glimpses into the hearts of films, introducing audiences to the characters they will come to love or fear. These visual texts use a combination of dialogue, imagery, sound and other film techniques to generate excitement and anticipation about the film and its main characters.	Critical and creative thinking involves the development of questions and exploration of ideas including ideas related to topics of interest. In this unit, students support the process of improving knowledge and understanding about topics of interest and create a double-page spread for an informative children's magazine.
During the unit, students read and view illustrated stories containing a range of animal characters who portray different valued qualities. While engaging with these stories, students discuss connections between personal experiences and character experiences, e.g. by being kind, the character makes a new friend. Through the reading and viewing of these illustrated texts, students develop a preference for one of the animal characters whom they think would make a good mascot for their class.	Through the close reading of several narratives, students explore the concept of place, including Australian settings in texts by Aboriginal and/or Torres Strait Islander authors. During this unit, they discuss language and literary devices (e.g. figurative language) used by the authors to portray setting/place and consider how these devices enhance meaning and shape the reader's reaction to setting/place. Through the reading and viewing of these texts, students also understand narrative text structures and learn how verbs used in the narratives are used for different processes (e.g. doing, feeling, thinking, saying and relating). Students also focus on understanding how verbs are anchored in time through tense in these narratives.	During the unit, students enjoy viewing a range of age-appropriate, teacher-selected film trailers. Through consideration of the different contexts, language and images used in the trailers, students discuss how the main characters are portrayed, identifying literal and inferred meaning. For example, students draw inferences from the film trailers, making possible predictions about what sort of individual the main character may be based on the director's selection of language and visual features.	Students consider a range of topics of interest that may be suitable for an informative children's magazine. To develop their ideas, they interact with other students, sharing and contributing to conversations and discussions about their own topics of interest. Building on interaction skills developed previously, students take turns and ask questions. These discussions assist students in developing their ideas for their own topic and prepare them for discussion on a gallery walk at the end of the unit.
In preparation for their own persuasive speech, students listen to and view a range of persuasive speeches. As they engage with these texts, they understand how modal verbs can be varied to be more or less forceful and consider how these can be used to persuade an audience. Students learn how speakers engage different audiences through experimenting with combinations of text structure, language features and features of voice. These persuasive speech examples may be used as models for students' own spoken arguments for their selected animal character to be the class mascot.	Students engage with messages in postcards (or similar text such as photobook captions), considering the language features and structures used in these texts. Throughout the unit, students engage in short writing activities, practising handwriting and using descriptive vocabulary and other narrative elements. They also explore the use of images on postcards and draw inspiration for the creation of their own postcard and message, describing a new place a character may visit.	As they prepare for their own spoken review, students view a range of short video reviews. In groups, students practise using similar text structures, language features, visual features and features of voice used for an online review for an audience of primary years' students. Short video review examples shown to students act as models for their own recorded review.	In preparation for their own double-page spread, students engage with examples from print and/or digital magazines, considering the purpose and layout features of these texts including how images extend the meaning of texts and can be used to engage and inform an audience. Throughout the unit, students engage in short informative writing activities. They also consider using aspects of still images to enhance a magazine's pages including their own double-page spread.
As needed, students continue to review, consolidate and develop phonic and word knowledge and comprehension strategies.	As needed, students continue to review, consolidate and develop phonic and word knowledge and comprehension strategies.	As needed, students continue to review, consolidate and develop phonic and word knowledge and comprehension strategies.	As needed, students continue to review, consolidate and develop phonic and word knowledge and comprehension strategies.

Unit 1 — Mascot magic			Unit 2 — Wish you were here			Unit 3 — Movie time!			Unit 4 — Communicating interests		
	Assessment **1 — Persuasive speech**	**Term/week**		Assessment 3 — Written narrative postcard	**Term/week**		Assessment 5 — Spoken review	**Term/week**		Assessment 7 — Written-multimodal magazine spread	**Term/week**
Assessment	**Description:** Based on a selected animal character from illustrated stories studied, students plan, create, rehearse, and deliver a persuasive speech in which they express their opinions of why the character they have chosen should be their class mascot. **Technique:** Extended response **Mode:** Spoken/signed **Conditions:** • 1–1.5 minutes	Week 9		**Description:** Students plan, create, edit and publish a postcard (or similar text such as photobook captions) from a character, describing a place they have enjoyed visiting after the narrative. **Technique:** Extended response **Mode:** Written-multimodal **Conditions:** • 100–150 words	Week 8		**Description:** Students plan, create, rehearse and deliver a review video in which they describe how a film trailer uses language features and images to portray the main character. This task can also be completed face-to-face. **Technique:** Extended response **Mode:** Spoken with multimodal support **Conditions:** • 1–1.5 minutes	Week 9		**Description:** Students plan, create, edit and publish a double-page spread on a topic of interest to inform readers of a children's magazine. The double-page spread will include images, illustrations and/or diagrams to support the visual features of the text. **Technique:** Extended response **Mode:** Written-multimodal **Conditions:** • 100–150 words	Week 7
	Assessment 2 — Reading	Week 5		**Assessment 4 — Reading**	Week 5		**Assessment 6 — Reading**	Week 4		**Assessment 8 — Interacting**	Week 8
	Description: Throughout the unit, students read aloud from teacher-selected texts to monitor reading fluency, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. This task complements other, on-going formative assessment of students' phonic and word knowledge. **Technique:** Observed demonstration **Mode:** Spoken in a reading conference **Conditions:** • time as required			**Description:** Throughout the unit, students read aloud from teacher-selected texts and take part in guided discussions to demonstrate they: • comprehend texts, recognising their purpose and audience • describe how stories are developed through characters and/or events • describe text structure and language features of narratives. Some students identified by the teacher may have another opportunity to demonstrate phonic and grammatical knowledge from Term 1. This task complements other, on-going formative assessment of students' phonic and word knowledge. **Technique:** Observed demonstration **Mode:** Spoken in a reading conference **Conditions:** • time as required			**Description:** Throughout the unit, students read aloud from teacher-selected texts and take part in guided discussions to demonstrate they identify literal meaning and inferred meaning and describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. Some students identified by the teacher may have another opportunity to demonstrate phonic and grammatical knowledge from Term 1 and Term 2. This task complements other, on-going formative assessment of students' phonic and word knowledge. **Technique:** Observed demonstration **Mode:** Spoken in a reading conference **Conditions:** • time as required			**Description:** In small groups, students interact with others, participating in a gallery walk in which they provide feedback on the double-page spreads for a children's magazine. **Technique:** Observed demonstration **Mode:** Spoken/signed **Conditions:** • 1–1.5 minutes	

	Unit 1 — Mascot magic	Unit 2 — Wish you were here	Unit 3 — Movie time!	Unit 4 — Communicating interests
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.	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. 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Moderation	**Calibration:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	**Expert:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	**Consensus:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	**Consensus:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.

Language

Content descriptions	1	2	3	4
Language for interacting with others 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	☐	☐	☐	☑
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 describe how texts across the curriculum use different language features and structures relevant to their purpose AC9E3LA03	☑	☑	☑	☑
understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together AC9E3LA04	☑	☑	☑	☑
identify the purpose of layout features in print and digital texts and the words used for navigation AC9E3LA05	☑	☑	☑	☑
Language for expressing and developing ideas understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree AC9E3LA06	☐	☑	☑	☑
understand how verbs represent different processes for doing, feeling, thinking, saying and relating AC9E3LA07	☑	☑	☑	☑
understand that verbs are anchored in time through tense AC9E3LA08	☐	☑	☑	☑

Literature

Content descriptions	1	2	3	4
Literature and contexts discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators AC9E3LE01	☑	☐	☑	☐
Engaging with and responding to literature discuss connections between personal experiences and character experiences in literary texts and share personal preferences AC9E3LE02	☑	☑	☑	☑
Examining literature 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	☑	☑	☑	☐
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 and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts	☐	☑	☑	☐

Literacy

Content descriptions	1	2	3	4
Texts in context recognise how texts can be created for similar purposes but different audiences AC9E3LY01	☑	☑	☑	☐
Interacting with others use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY02	☐	☐	☐	☑
Analysing, interpreting and evaluating identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images AC9E3LY03	☑	☑	☑	☐
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 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, 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	☐	☑	☐	☑
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 words using joined letters that are clearly formed and consistent in size AC9E3LY08	☐	☑	☐	☑

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
identify how images extend the meaning of a text AC9E3LA09	☑	☑	☑	☑						**Phonic and word knowledge** 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	☑	☑	☑	☑
extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts AC9E3LA10	☑	☑	☑	☑						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 that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession AC9E3LA11	☐	☑	☑	☑						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 AC9E3LY12	☐	☑	☐	☑

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	☐	☐	☐	☑
Digital literacy	☐	☐	☑	☐
Ethical understanding	☐	☐	☐	☐
Intercultural understanding	☑	☐	☐	☐
Literacy	☑	☑	☑	☑
Numeracy	☐	☐	☐	☐
Personal and social capability	☑	☐	☐	☑

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	☐	☐	☑	☐
Asia and Australia's engagement with Asia	☐	☐	☐	☐
Sustainability	☐	☐	☐	☐