Year 3 plan — Australian Curriculum: English

Implementation year: School name:

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| Identify curriculum | Year level description  (highlighted aspects indicate differences from the previous year level) | In Years 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.  The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.  Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.  Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions. | | | |
| 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 additional information. 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.  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 sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size. | | | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>. | | | |
| Teaching and learning | Term overview | Term 1 | Term 2 | Term 3 | Term 4 |
| Investigating how to persuade others  Students explore a range of literary and non-literary texts including print, digital and nonfiction film and choose a topic to investigate.  Students express personal responses to and opinions about texts.  Students engage in discussion to persuade their peers to accept their point of view, and they create a written persuasive exposition. | Let’s remember and celebrate  Students listen to, read, view and interpret poems from local communities and other cultures used in special events and celebrations.  Students create an informative procedure for an event or celebration.  Students plan, rehearse and present a multimodal poetry performance. | Exemplar unit: Action stories  Students listen to, read, view and interpret imaginative narratives with a focus on describing settings, characters and complex sequences of events.  Students look at text structure and organisation and how it is used to develop a character through a series of events in picture books and simple chapter books.  Students consider how different texts appeal to readers by using varied sentence structures and descriptive language.  Students create and publish character profiles and imaginative narratives in a collaborative online writing space. | Information about our past  Students investigate how informative texts present new content and use illustrations and diagrams to convey information.  Students listen to, read, and view a range of stories about journeys to Australia and research to create a multimodal information report with sequenced information and multimodal elements. |
| Aboriginal and Torres Strait Islander perspectives | English provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature * Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies * The diversity of Indigenous experiences and their representation in literature and other texts.   English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for students to develop an awareness, appreciation of, and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, students develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. | | | |

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| Teaching and learning | General capabilities and cross‑curriculum priorities | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asiaDescription: cc_sust | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asiaDescription: cc_sust | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asiaDescription: cc_sust | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_asiaDescription: cc_sust | | |
| Key to general capabilities and cross-curriculum priorities | Description: gc_literacy Literacy  Description: gc_numeracy Numeracy  Description: gc_ict ICT capability  Description: gc_critical Critical and creative thinking  Description: gc_ethical Ethical behaviour  Description: gc_personal_social Personal and social capability  Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability | | | | | | | | |
| Develop assessment | Assessment  For advice and guidelines on assessment, see: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) | A folio is a targeted selection of evidence of student learning and includes a range of responses to a variety of assessment techniques. A folio is used to make an overall on-balance judgment about student achievement and progress at appropriate points and informs the reporting process. | | | | | | | | |
| Term 1 | | Term 2 | | Term 3 | | Term 4 | | |
| Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | |
| 5–6 | Informative: Discussion (Spoken/signed)  Contribute to an informative discussion about persuasive techniques. | 4–5 | Informative: Procedure (Written)  Create a procedural text with ideas in sequence and relevant details for an event or celebration. | 4–5 | Persuasive: Review (Spoken/signed)  Present a review to identify the point of view in a text and suggest alternative points of view. | 5–6 | | Informative: Discussion (Spoken/signed)  Contribute personal responses and opinions supported by reference to texts. |
| 7–8 | Persuasive: Exposition (Written)  Explain the effectiveness of language choices in a persuasive text. | 7–8 | Imaginative: Performance (Multimodal)  Present a dramatic poetry performance. | 7–8 | Imaginative: Narrative (Multimodal)  Create and publish an imaginative narrative. | 7–8 | | Informative: Report (Multimodal)  Create an informative report on a journey to Australia. |
|  |  |  | **NAPLAN** |  |  |  | |  |
| Make judgments and use feedback | Moderation | Teachers meet to review samples of persuasive expositions and moderate to ensure consistency of judgments. | | Curriculum leaders sample student work to check for consistency of judgments. | | Teachers co-mark narratives to ensure consistency of judgments. | | Teachers moderate student folios to ensure consistency of judgments. | | |

Year 3 English: review for balance and coverage of content descriptions

| **Language** | **1** | **2** | **3** | **4** |
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| Language variation and change | | | | |
| Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning [(ACELA1475)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1475) | ✓ | ✓ | ✓ |  |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1476) | ✓ |  | ✓ | ✓ |
| Examine how evaluative language can be varied to be more or less forceful [(ACELA1477)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1477) |  | ✓ | ✓ | ✓ |
| Text structure and organisation | | | | |
| Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense and types of sentences [(ACELA1478)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1478) | ✓ | ✓ | ✓ | ✓ |
| Understand that paragraphs are a key organisational feature of written texts [(ACELA1479)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1479) |  | ✓ | ✓ | ✓ |
| Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters[(ACELA1480)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1480) | ✓ | ✓ | ✓ | ✓ |
| Identify the features of online texts that enhance navigation [(ACELA1790)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1790) |  |  | ✓ |  |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1481) |  | ✓ | ✓ |  |
| Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense [(ACELA1482)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1482) | ✓ | ✓ | ✓ | ✓ |
| Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments [(ACELA1483)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1483) |  | ✓ | ✓ | ✓ |
| Expressing and developing ideas | | | | |
| Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs [(ACELA1484)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1484) | ✓ |  | ✓ | ✓ |
| Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’[(ACELA1485)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1485) | ✓ | ✓ | ✓ | ✓ |
| Recognise high frequency sight words[(ACELA1486)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1486) | ✓ | ✓ | ✓ | ✓ |

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| **Literature** | **1** | **2** | **3** | **4** |
| Literature and context | | | | |
| Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons [(ACELT1594)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1594) |  | ✓ | ✓ |  |
| Responding to literature | | | | |
| Draw connections between personal experiences and the worlds of texts, and share responses with others [(ACELT1596)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1596) | ✓ |  |  | ✓ |
| Develop criteria for establishing personal preferences for literature [(ACELT1598)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1599) |  | ✓ | ✓ |  |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1600) | ✓ | ✓ | ✓ |  |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1601) |  | ✓ | ✓ |  |
| Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue [(ACELT1791)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1791) | ✓ | ✓ | ✓ | ✓ |

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| **Literacy** | **1** | **2** | **3** | **4** |
| Texts in context | | | | |
| Identify the point of view in a text and suggest alternative points of view [(ACELY1675)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1675) |  | ✓ | ✓ | ✓ |
| Interacting with others | | | | |
| Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations [(ACELY1676)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1676) | ✓ | ✓ | ✓ | ✓ |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1792) | ✓ |  | ✓ | ✓ |
| Plan and deliver short presentations, providing some key details in logical sequence [(ACELY1677)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1677) | ✓ |  | ✓ | ✓ |
| Interpreting, analysing, evaluating | | | | |
| Identify the audience and purpose of imaginative, informative and persuasive texts [(ACELY1678)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1678) | ✓ |  | ✓ | ✓ |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1679) | ✓ | ✓ | ✓ | ✓ |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1680) | ✓ |  | ✓ | ✓ |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1682) |  | ✓ | ✓ | ✓ |
| Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation [(ACELY1683)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1683) | ✓ | ✓ | ✓ | ✓ |
| Write using joined letters that are clearly formed and consistent in size [(ACELY1684)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1684) | ✓ | ✓ | ✓ | ✓ |
| Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements [(ACELY1685)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1685) |  |  | ✓ | ✓ |

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.