Year 4 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 experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact 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 aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, 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 variety 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 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others’ viewpoints. They listen for key points in discussions.Productive modes (speaking, writing and creating)Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning. |
| 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 |
| Exemplar unit: Playing with words Students interpret poetry and experiment with deliberate wordplay to create an emotional response, including the use of nonsense words, spoonerisms, neologisms and puns. Texts will include Australian literature. Students create a multimodal imaginative poetry performance.Students create a written analysis of the language of feeling, range of devices and word play in a poem. | **Exploring informative texts**Students investigate and interpret the technical language of informative texts, including online and multimodal texts. Students explore and review a range of instructive and procedural texts used in everyday life, including print, digital and online texts. Students create a short report on the language and features of informative texts. | Telling storiesStudents investigate and engage with the language, structure and purpose of storytelling, including stories from the past and from other cultures. Students listen to, read and view oral narrative traditions and contemporary literature of Aboriginal cultures and Torres Strait Islander cultures as well as histories and texts from and about Asia.Students create a short imaginative narrative with a focus on descriptive writing | **Persuading others**Students investigate and interpret the different ways persuasive language is used in nonfiction, film and multimodal texts. Students build understanding for NAPLAN writing in Year 5.Students listen to a persuasive speech to identify the key points and persuasive features.Students create a multimodal persuasive report that makes connections between two articles with similar ideas and identifies the key points, characteristic persuasive features and intended audience. |
| 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_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 | AssessmentFor 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 | Imaginative: Performance (Multimodal)Present an imaginative poetry performance. | 4 | Informative: Review (Spoken/signed)Present a review to identify a range of instructive and procedural texts.  | 4–5 | Imaginative: Narrative (Written)Create an imaginative narrative using the features of descriptive writing. | 3 | Persuasive: Report (Written)Listen to persuasive texts and identify the different ways persuasive language is used. |
| 7 | Informative: Exposition (Written)Explain the effectiveness of language choices in an imaginative poem. | 6–7 | Informative: Report (Written)Create an informative report identifying the language and features of a procedural text | 7–8 | Informative: Discussion (Spoken/signed)Contribute to a discussion to evaluate a story from the past or other cultures. | 6 | Persuasive: Report (Multimodal)Create a persuasive report identifying key features of persuasive texts. |
|  |  |  |  | QCATs: Identify the curriculum targeted by the QCAT and schedule its implementation appropriate to the sequence of learning. |
| Make judgments and use feedback | Moderation | Teachers co-mark poetry performances to achieve consistency of teacher judgments. | Curriculum leaders randomly sample student folios to ensure consistency of teacher judgments. | Teachers moderate the QCATs to identify A–E samples to take to cluster moderation in Term 4. | Teachers participate in cluster moderation of the QCATsSchool cluster moderates data collected using the QCATs to ensure comparability of standards across the state. |

Year 4 English: review for balance and coverage of content descriptions

| Language | 1 | 2 | 3 | 4 |
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| Language variation and change |
| Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages [(ACELA1487)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1487)  | ✓ | ✓ | ✓ | ✓ |
| Language for interaction |
| Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising students' own views and reporting them to a larger group [(ACELA1488)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1488)  |  |  |  | ✓ |
| Understand differences between the language of opinion and feeling and the language of factual reporting or recording [(ACELA1489)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1489)  | ✓ | ✓ |  | ✓ |
| Text structure and organisation |
| Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience [(ACELA1490)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1490)  | ✓ | ✓ |  | ✓ |
| Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives [(ACELA1491)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1491)  | ✓ |  | ✓ | ✓ |
| Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech [(ACELA1492)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1492)  |  |  | ✓ |  |
| Identify features of online texts that enhance readability including text, navigation, links, graphics and layout [(ACELA1793)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1793)  |  | ✓ |  |  |
| Expressing and developing ideas |
| Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases [(ACELA1493)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1493)  | ✓ |  | ✓ | ✓ |
| Investigate how quoted (direct) and reported (indirect) speech work in different types of text [(ACELA1494)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1494)  |  |  | ✓ |  |
| Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity [(ACELA1495)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1495)  |  |  | ✓ |  |
| 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 a range of types of texts [(ACELA1496)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1496)  |  | ✓ |  | ✓ |
| Incorporate new vocabulary from a range of sources into students’ own texts including vocabulary encountered in research [(ACELA1498)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1498)  |  | ✓ |  | ✓ |
| Expressing and developing ideas |
| Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters [(ACELA1779)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1779)  | ✓ | ✓ | ✓ | ✓ |
| Recognise homophones and know how to use context to identify correct spelling [(ACELA1780)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1780)  | ✓ | ✓ | ✓ | ✓ |

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| Literature | 1 | 2 | 3 | 4 |
| Literature and context |
| Make connections between the ways different authors may represent similar storylines, ideas and relationships [(ACELT1602)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1602)  | ✓ |  | ✓ |  |
| Responding to literature |
| Discuss literary experiences with others, sharing responses and expressing a point of view [(ACELT1603)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1603)  | ✓ |  | ✓ |  |
| Use metalanguage to describe the effects of ideas, text structures and language features of literary texts [(ACELT1604)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1604)  | ✓ |  | ✓ |  |
| Examining literature |
| Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension [(ACELT1605)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1605)  |  |  | ✓ |  |
| Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns [(ACELT1606)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1606)  | ✓ |  |  |  |
| Creating literature |
| Create literary texts that explore students’ own experiences and imagining [(ACELT1607)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1607)  |  |  | ✓ |  |
| Create literary texts by developing storylines, characters and settings [(ACELT1794)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1794)  |  |  | ✓ |  |

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| Literacy | 1 | 2 | 3 | 4 |
| Texts in context |
| Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts [(ACELY1686)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1686)  |  |  | ✓ |  |
| Interacting with others |
| Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information [(ACELY1687)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1687)  |  | ✓ | ✓ |  |
| Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently [(ACELY1688)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1688)  | ✓ |  |  | ✓ |
| Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences [(ACELY1689)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1689)  | ✓ |  |  | ✓ |
| Interpreting, analysing, evaluating |
| Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text [(ACELY1690)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1690)  |  |  |  | ✓ |
| Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing [(ACELY1691)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1691)  | ✓ | ✓ | ✓ | ✓ |
| Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts [(ACELY1692)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1692)  | ✓ | ✓ | ✓ | ✓ |
| Creating texts |
| Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features [(ACELY1694)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1694)  |  | ✓ | ✓ |  |
| Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure [(ACELY1695)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1695)  |  | ✓ | ✓ |  |
| Write using clearly-formed joined letters, and develop increased fluency and automaticity [(ACELY1696)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1696)  | ✓ | ✓ | ✓ | ✓ |
| Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements [(ACELY1697)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1697)  |  |  |  | ✓ |

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