# English

## Essential Learnings by the end of Year 3

# Learning and assessment focus

Students use their imagination and creativity to interpret and construct English texts that share ideas about their experiences, and to make sense of familiar topics in real and imagined worlds. They identify how people, characters, places, events and things are represented in texts, including in Aboriginal texts and Torres Strait Islander texts. They see the place of English in people's work and community lives.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively develop their ability to interpret and construct texts by identifying the audience, subject matter and purpose, and by applying their understanding of language elements and texts. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their understanding of English in everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to assist when interpreting and constructing texts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- interpreting texts
- constructing texts
- appreciating texts
- reflecting.

# Ways of working

Students are able to:

- identify audience, purpose and text type

- identify main ideas and the sequence of events, and make simple inferences

- recognise and select vocabulary to describe subject matter

- interpret how people, characters, places, events and things have been represented

- construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose

- make judgments and justify opinions about their enjoyment and appreciation of texts using personal knowledge, experiences and direct references to the texts

- reflect on and identify how language elements in texts represent people, characters, places, events and things in similar and different ways

- reflect on learning to identify new understandings.

# Knowledge and understanding

## *Speaking and listening*

**Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.**

- The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done
  *e.g.   sharing a recount can be entertaining.*

- Speakers can adopt different roles in formal and informal situations
  *e.g.   speaking with a friend, compared with talking to the school principal.*

- Spoken texts are different from written texts
  *e.g.   an oral recount can use informal language compared with a written recount, which uses more formal language.*

- Statements, questions and commands contribute to making and clarifying meaning during discussions and conversations.

- Words and phrasing, volume and pitch can add interest and emphasis, clarify meaning and be monitored by listeners.

- Nonverbal elements, including body language, facial expressions and gestures, add interest and emphasis, clarify meaning and are monitored by listeners
  *e.g.   facial expressions add meaning to spoken texts.*

- Active listeners identify main ideas and information, show interest and respond.

- In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures
  *e.g.   using a toy from home as a prop during a morning talk.*

- Conventions for turn-taking and interruption are influenced by the context
  *e.g.   use of "excuse me" when speaking to an adult.*

- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

# Reading and viewing

**Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.**

- Purposes for reading and viewing are identified and are supported by the selection of texts based on an overview that includes titles, visuals and headings

    *e.g. selecting an information book for a report about spiders compared with selecting a picture book when reading for enjoyment.*

- Readers and viewers make connections between their prior knowledge and the subject matter of the text

    *e.g. pet lovers bring specific vocabulary and related ideas to stories about dogs.*

- Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways.

- Reading fluency is supported by the use of decoding strategies, recognition of high-frequency words, prediction and self-correction, including pausing, re-reading words and phrases and reading on, in combination with a developing vocabulary and prior knowledge of subject matter.

- Comprehension involves using language elements and contextual cues to interpret, infer from and evaluate familiar texts

    e.g. *Once upon a time — a contextual cue that signals a fairytale.*

- Unfamiliar words and their meanings are decoded using knowledge of grapho-phonic, syntactic and semantic systems

    *e.g. simple tense: -ed, -ing; plural endings: -es; -ies.*

- Readers and viewers use a number of active comprehension strategies to interpret texts, including activating prior knowledge, predicting, questioning, identifying main ideas, inferring, monitoring, summarising and reflecting.

# Writing and designing

**Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.**

- The purpose of writing and designing includes reporting and conveying simple messages and information

    *e.g. writing an information report on a given topic.*

- Writers and designers can adopt different roles for different audiences

    *e.g. writing an email to a friend compared with writing an invitation.*

- Words and phrases, symbols, images and audio have meaning.

- Text users make choices about grammar and punctuation.

- Common spelling patterns of monosyllabic words, two-syllable words and high-frequency words, are used to spell familiar and unfamiliar words

    *e.g. monosyllabic words: sharp, crown, green; two-syllable words: playing, sunny; high-frequency words: the, was.*

- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting

    *e.g. referring to wall charts, dictionaries and a variety of spelling resources and strategies to help with editing and proofreading.*

- Writers and designers use correct formation, entries, exits and joins of Queensland Modern Cursive script.

## Language elements

*Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.*

- Statements provide information; questions seek information; commands give orders; and exclamations emphasise or express emotions.

- A sentence can be a single clause or a combination of clauses

  *e.g.*    *Kathy drew a picture. — a sentence containing a single clause*

  *Kathy drew a picture and gave it to her teacher. — a sentence containing a combination of clauses.*

- Text connectives are used to link and sequence things, ideas and events

  *e.g.*    *She got out of the pool. Then she dried herself. — Then is a text connective indicating sequence.*

- Tense is used to indicate time in sentences

  *e.g.*    *Terry cooks every day. — present tense*

  *He cooked a lovely cake yesterday. — past tense*

  *Terry will cook tomorrow night too. — future tense.*

- Nouns, verbs, adjectives, adverbs and prepositional phrases, develop and elaborate ideas and portray people, characters, places, events and things in different ways

  *e.g.*    *Dave skated brilliantly at the new skatepark.*

  > *Dave — noun*
  >
  > *skated — verb describing what is happening*
  >
  > *brilliantly — adverb describing how Dave skated*
  >
  > *at the new skatepark — prepositional phrase describing where Dave skated*
  >
  > *new — adjective describing the skatepark.*

- Pronouns take the place of nouns to which they are referring

  *e.g.*    *Jacinta found her dog. — the pronoun her replaces Jacinta.*

- Conjunctions are used to join two phrases or clauses

  *e.g.*    *Charlie went for a walk because she wanted some exercise. — because is a conjunction.*

- Punctuation marks, including capital letters, full stops, commas, exclamation marks and question marks, clarify meaning

  *e.g.*    *That is fantastic! — the exclamation mark (!) indicates a strong feeling, such as surprise or satisfaction with a job well done.*

- Vocabulary describes, labels and sequences, and can represent people, characters, places, events and things

  *e.g.*    *The dark forest was dangerous. — compared with The bright forest was magical. — demonstrates how vocabulary can be used to describe a place in different ways.*

- Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things

  *e.g.*    *music, volume, clothing and body language — a person wearing black clothing could be interpreted as a villain.*

## *Literary and non-literary texts*

**Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.**

- Texts are produced for particular audiences and their interests

    *e.g. picture books are written for specific age groups.*

- Formal and informal texts are ways of communicating for different purposes

    *e.g. speaking to a friend at home about a pet, compared with speaking to the whole class about a pet.*

- Texts created by Aboriginal and Torres Strait Islander peoples reflect a range of ideas and information, relationships and connections

    *e.g. Aboriginal creation stories are connected to a specific place or "country" and language group; Torres Strait Islander elders share stories about recent events.*

- Literary texts entertain, evoke emotion and convey simple messages and information.

- Simple narratives, rhymed verse, fables and fairytales are types of literary texts.

- Narratives have structural features that include orientation, complication and resolution, and descriptions of characters and settings.

- Phrases including "Once upon a time" and "A long time ago" are characteristic of stories.

- Stanzas, rhyme and rhythm are features of rhymed verse.

- Non-literary texts inform, report on events and issues, explain, explore ideas, express opinions, conduct transactions and negotiate relationships, goods and services, and give directions.

- Personal and factual recounts, reports, personal letters and emails, descriptions, explanations, conversations, discussions and informal presentations are types of non-literary texts.

- Non-literary texts can convey an opinion that may be positive or negative.

- Main ideas and events can be sequenced and subject matter described, including supporting ideas and details.

- Non-literary texts use a range of structures, including hyperlinks in electronic texts

    *e.g. instructions and recipes use ordered steps; recounts order events chronologically; headlines are used in news stories and still and moving images are used in posters; websites and reports have an introduction and a description of features or events.*