West Torrens Partnership *(Draft 28/01/15)*	Australian Curriculum English V7.3	Year 4

Year Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. 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.

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 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.

Content Descriptors

Language	Literature	Literacy
• 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 • Understand differences between the language of opinion and feeling and the language of factual reporting or recording • Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience • Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives • Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech • Identify features of online texts that enhance readability including text, navigation, links, graphics and layout • Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases • Investigate how quoted (direct) and reported (indirect) speech work in different types of text • Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity • 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 • Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research • Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters • Recognise homophones and know how to use context to identify correct spelling	• Make connections between the ways different authors may represent similar storylines, ideas and relationships • Discuss literary experiences with others, sharing responses and expressing a point of view • Use metalanguage to describe the effects of ideas, text structures and language features of literary texts • 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 • 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 • Create literary texts that explore students' own experiences and imagining • Create literary texts by developing storylines, characters and settings	• Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts • 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 • 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 • Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences • Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text • 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 • Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating 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 • Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure • Write using clearly-formed joined letters, and develop increased fluency and automaticity • 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