

West Torrens Partnership (Draft 28/01/15)	Australian Curriculum English V7.3	Year 3
Year Level Description		
<p>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 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.</p> <p>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.</p>		
Achievement Standard		
<p>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.</p> <p>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.</p>		
Content Descriptors		
Language	Literature	Literacy
<ul style="list-style-type: none"> Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning 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 Examine how evaluative language can be varied to be more or less forceful Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) Understand that paragraphs are a key organisational feature of written texts Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters Identify the features of online texts that enhance navigation Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs 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' Recognise high-frequency sight words 	<ul style="list-style-type: none"> Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons Draw connections between personal experiences and the worlds of texts, and share responses with others Develop criteria for establishing personal preferences for 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 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 Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue 	<ul style="list-style-type: none"> Identify the point of view in a text and suggest alternative points of view Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations 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 Plan and deliver short presentations, providing some key details in logical sequence Identify the audience and purpose of imaginative, informative and persuasive texts 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 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 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 Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation Write using joined letters that are clearly formed and consistent in size Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements