

# Year 3 English

## 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 extra information. They use phonics and word knowledge to fluently read more complex words. 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 using interaction skills.

### 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 letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

## Assessable Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Language:** knowing about the English language  
Language variation and change, Language for interaction, Text structure and organisation, Expressing and developing ideas, Phonetics and word knowledge
- **Literature:** understanding, appreciating, responding to, analysing and creating literature  
Literature and context, Responding to literature, Examining literature, Creating literature
- **Literacy:** expanding the repertoire of English usage  
Texts in context, Interacting with others, Interpreting, Analysing and evaluating, Creating texts.

## Delivery (mode, time requirements, lessons)

Students have access to five 1 hour scheduled lessons each week. Lessons are delivered via the Learning Management System. Students are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

## Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, stationery, whiteboard and whiteboard markers.

## Year 3 English

Units, Learning Experiences and Summative Assessment		
<b>Semester 1</b>	<b>Term 1</b>	<p><b>Unit 1: Analysing and creating persuasive texts</b> Students read, view and analyse persuasive texts. Students examine ways persuasive language features are used to influence an audience. They make connections between texts and their own experiences to create their own persuasive text, writing a letter to persuade a known audience.</p>
		<p><b>Summative Assessment:</b> Students write a letter to persuade a known audience.</p>
	<b>Term 2</b>	<p><b>Unit 2: Comprehend and create imaginative narratives</b> Students listen to, view and read stories to explore the author's use of descriptive language in the construction of characters. Students write a short imaginative narrative based on a familiar theme. Students also analyse characters and answer questions using comprehension strategies to build literal and inferred meaning of the text.</p>
		<p><b>Summative Assessment:</b> Students write an imaginative narrative on a familiar theme of 'World Greatest Pet' that develops characters.</p>
<b>Semester 2</b>	<b>Term 3</b>	<p><b>Unit 3: Examining stories from different perspectives</b> Students listen to, view, read and compare a range of stories with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective.</p>
		<p><b>Summative Assessment:</b> Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text.</p>
	<b>Term 4</b>	<p><b>Unit 4: Examining Imaginative Texts</b> Students listen to, view, read and interpret an imaginative text from a different culture. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience.</p>
		<p><b>Summative Assessment:</b> Students create a multimodal imaginative text about overcoming a fear, using software.</p>

**Disclaimer** All of the above information is accurate at the time of development.