

Year 4 English

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 context. 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 fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share 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, re-reading and editing their work to improve meaning.

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, Phonics and word knowledge
- **Literature:** understanding, appreciating, responding to, analysing and creating literary texts
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 our 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.

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Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	<p>Unit 1 Examining historical recounts</p> <p>In this unit, students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people’s perspectives. Students review and develop known language features (including text connectives, noun groups, verb groups and prepositional phrases). Specific development in the use of adjectives in noun groups and verb groups to add detailed descriptions using the ‘show don’t tell’ strategy. Students will express their opinion by write in first person, expressing their opinion of the experience of a convict child or an Aboriginal child, about the time of the arrival of the First Fleet. Use of an editing checklist to check spelling, punctuation and specific vocabulary choice to improve meaning is taught.</p>
		<p>Summative Assessment:</p> <ul style="list-style-type: none"> To devise and perform a spoken historical recount in the role of a character from the time of the landing of the First Fleet.
	Term 2	<p>Unit 2 Examining traditional stories</p> <p>Students read and analyse traditional stories from Asia and from Aboriginal peoples’ and Torres Strait Islander peoples’ histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.</p>
		<p>Summative assessment:</p> <p>Written and spoken: Students use language features to create coherence and add detail to their texts. Student respond orally to comprehension questions.</p>
Semester 2	Term 3	<p>Unit 3 Exploring a quest novel</p> <p>Students read and analyse a quest novel. Students also write a short response explaining how the author represents the main character in an important event in the quest novel.</p>
		<p>Summative Assessment:</p> <p>Students explain how the author of a quest novel represents the main character in an important event.</p>
	Term 4	<p>Unit 4 Examining humorous poetry</p> <p>Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.</p>
		<p>Summative Assessment:</p> <p>Students write and evaluate a poem exploring poetic language devices. Students respond orally to comprehension questions.</p>

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