

Year 4 English

Achievement Standard

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

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:

- Listening and speaking
- Reading and Viewing
- Writing and Creating

Delivery (mode, time requirements, lessons)

Students have access to 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, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

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Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	<p>Unit 1 Voyage to a new world Students will use the book 'Eliza Bird' to look at the historical recount of a child living during Australia's colonisation era. They will create a historical recount that vividly captures their experiences before, during and after the event to entertain an audience of their peers. The recount will include key events, emotions, and reflections on daily life during this period. Students will present their historical recount to their peers in character, using appropriate language and gestures to convey the authenticity of their perspective.</p> <p>Summative Assessment: Student will write and perform a spoken historical recount in the role of a child convict from the time of the landing of the First Fleet's landing in Australia. Students will present a recount about their experiences and opinions before, during and after the event.</p>
	Term 2	<p>Unit 2 Rising above: A Rags to Riches Narrative Students will explore the Rags to Riches narrative structure by analysing and creating their own stories using the focus text, Durrum. Students will develop their narrative writing skills, focusing on character, setting, and plot development. They will apply language features, including complex sentences, dialogue and literary devices. The unit culminates in students publishing their final narratives as a handwritten copy.</p> <p>Summative Assessment: Students will write their own Rags to Riches story. They will show how the main character overcomes challenges and grows stronger and write a complete story with a clear orientation, complication, climax and resolution.</p>
Semester 2	Term 3	<p>Unit 3 Amazing Animal Journeys In the unit students will investigate animals that migrate, using Amazing Animal Journeys as a focus text. They will select an animal to research using their note taking skills, focusing on appearance, habitat, diet, life span, interesting facts, threats, migrating patterns and diagrams. They will apply knowledge of language features and topic specific vocabulary, and through research and drafting, students will create a multimodal information report.</p> <p>Summative Assessment: Students will research, plan and create a multimodal information report about a migrating animal. It may be presented using PowerPoint, a poster, or CANVA.</p>
	Term 4	<p>Unit 4 Persuasive Students will use a variety of texts to explore the topic of sustainability in our world. They will explore the features of persuasive writing and create a written speech about a sustainability topic of their choice.</p> <p>Summative Assessment Students will handwrite and deliver a persuasive speech to convince their audience about an issue related to sustainability.</p>

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