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| Year 3 English Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level in the Australian Curriculum: English. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.  In Year 3, students use spoken, written or visual communication to interact with familiar audiences for a purpose.  Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts. Texts may include oral texts, picture books, various types of print and digital texts, chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.  In Year 3, students engage with a range of texts that support and extend them as independent readers. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. Literary texts may describe events that extend over several pages, unusual happenings within a framework of familiar experiences and may include images that extend meaning. These texts use language features including varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency words that can be decoded using phonic and morphemic knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text.  The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.  Year 3 students create imaginative, informative and persuasive types of texts, which may include narratives, procedures, performances, reports, reviews, poetry and argument for particular purposes and audiences. | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.  They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.  They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words. | | By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy | 1 | 2 | 3 | 4 | |
| **Language for interacting with others** understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality AC9E3LA01 |  |  |  |  | **Literature and contexts**  discuss characters, events and settings in different contexts in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators  AC9E3LE01 |  |  |  |  | **Texts in context** recognise how texts can be created for similar purposes but different audiences AC9E3LY01 |  |  |  |  | |
| understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful  AC9E3LA02 |  |  |  |  | **Engaging with and responding to literature** discuss connections between personal experiences and character experiences in literary texts and share personal preferences AC9E3LE02 |  |  |  |  | **Interacting with others** use interaction skills to contribute to conversations and discussions to share information and ideas AC9E3LY02 |  |  |  |  | |
| **Text structure and organisation**  describe how texts across the curriculum use different language features and structures relevant to their purpose  AC9E3LA03 |  |  |  |  | **Examining literature** discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative AC9E3LE03 |  |  |  |  | **Analysing, interpreting and evaluating** identify the audience and purpose of imaginative, informative and persuasive texts through their use of language features and/or images  AC9E3LY03 |  |  |  |  | |
| understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together  AC9E3LA04 |  |  |  |  | discuss the effects of some literary devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose AC9E3LE04 |  |  |  |  | read a range of texts using phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required AC9E3LY04 |  |  |  |  | |
| identify the purpose of layout features in print and digital texts and the words used for navigation  AC9E3LA05 |  |  |  |  | **Creating literature** create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary textsAC9E3LE05 |  |  |  |  | use comprehension strategies when listening and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features AC9E3LY05 |  |  |  |  | |
| **Language for expressing and developing ideas**  understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree  AC9E3LA06 |  |  |  |  |  |  |  |  |  | **Creating texts** plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words AC9E3LY06 |  |  |  |  | |
| understand how verbs represent different processes for doing, feeling, thinking, saying and relating  AC9E3LA07 |  |  |  |  |  |  |  |  |  | plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume AC9E3LY07 |  |  |  |  | |
| understand that verbs are anchored in time through tense  AC9E3LA08 |  |  |  |  |  |  |  |  |  | write words using joined letters that are clearly formed and consistent in size AC9E3LY08 |  |  |  |  | |
| identify how images extend the meaning of a text  AC9E3LA09 |  |  |  |  |  |  |  |  |  | **Phonic and word knowledge** understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns AC9E3LY09 |  |  |  |  | |
| extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts  AC9E3LA10 |  |  |  |  |  |  |  |  |  | understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words AC9E3LY10 |  |  |  |  | |
| understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession  AC9E3LA11 |  |  |  |  |  |  |  |  |  | use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words AC9E3LY11 |  |  |  |  | |
|  |  |  |  |  |  |  |  |  |  | recognise and know how to write most high frequency words including some homophones AC9E3LY12 |  |  |  |  | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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