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| Year 4 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 4, students interact with audiences for different purposes.  Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include oral texts, picture books, various types of print and digital texts, short novels of different genres, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for creating their own work.  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.  Literary texts that support and extend students in Year 4 as independent readers may describe sequences of events that develop over chapters and unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use language features including varied sentence structures, some unfamiliar vocabulary that may include English words derived from other languages, a significant number of high-frequency words, words that need to be decoded using phonic and morphemic knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text.  Year 4 students create a range of imaginative, informative and persuasive types of texts that may include narratives, performances, reports, reviews, poetry and arguments 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 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. | | 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. 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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** explore language used to develop relationships in formal and informal situations AC9E4LA01 |  |  |  |  | **Literature and contexts** recognise similar storylines, ideas and relationships in different contexts in literary texts by First Nations Australian, and wide-ranging Australian and world authors AC9E4LE01 |  |  |  |  | **Texts in context** compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events AC9E4LY01 |  |  |  |  | |
| identify the subjective language of opinion and feeling, and the objective language of factual reporting AC9E4LA02 |  |  |  |  | **Engaging with and responding to literature** describe the effects of text structures and language features in literary texts when responding to and sharing opinions AC9E4LE02 |  |  |  |  | **Interacting with others** listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information AC9E4LY02 |  |  |  |  | |
| **Text structure and organisation**  identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes AC9E4LA03 |  |  |  |  | **Examining literature** discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions AC9E4LE03 |  |  |  |  | **Analysing, interpreting and evaluating** identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LY03 |  |  |  |  | |
| identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas AC9E4LA04 |  |  |  |  | examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning AC9E4LE04 |  |  |  |  | read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed AC9E4LY04 |  |  |  |  | |
| identify text navigation features of online texts that enhance readability including headlines, drop-down menus, links, graphics and layout AC9E4LA05 |  |  |  |  | **Creating literature** create and edit literary texts by developing storylines, characters and settings AC9E4LE05 |  |  |  |  | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts AC9E4LY05 |  |  |  |  | |
| **Language for expressing and developing ideas** understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality AC9E4LA06 |  |  |  |  |  |  |  |  |  | **Creating texts** plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation AC9E4LY06 |  |  |  |  | |
| investigate how quoted (direct) and reported (indirect) speech are used AC9E4LA07 |  |  |  |  |  |  |  |  |  | plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume AC9E4LY07 |  |  |  |  | |
| understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity  AC9E4LA08 |  |  |  |  |  |  |  |  |  | write words using clearly formed joined letters, with developing fluency and automaticity AC9E4LY08 |  |  |  |  | |
| understand past, present and future tenses and their impact on meaning in a sentence AC9E4LA09 |  |  |  |  |  |  |  |  |  | **Phonic and word knowledge** understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes AC9E4LY09 |  |  |  |  | |
| explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts AC9E4LA10 |  |  |  |  |  |  |  |  |  | understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words  AC9E4LY10 |  |  |  |  | |
| expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources AC9E4LA11 |  |  |  |  |  |  |  |  |  | read and write high-frequency words including homophones and know how to use context to identify correct spelling AC9E4LY11 |  |  |  |  | |
| understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation AC9E4LA12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |

**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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