The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that the Australian Curriculum: English plays an important part in developing the understandings, attitudes and capabilities of those who will take responsibility for Australia’s future.

Australia is a linguistically and culturally diverse country, with participation in many aspects of Australian life dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

**Year 3 Level Description**

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands.

**Content**

- **Year 3 English**
  - Students learn to listen to, read, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
  - Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement.
  - Understand how successful cooperation with others depends on shared use of social conventions, including turn taking patterns, and negotiating in collaborative situations.
  - Understand that languages have different written and visual communication systems, different oral traditions and different ways of expressing opinion including modal verbs and adverbs.
  - Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense, voice, mood, figurative language, meaning and tone).
  - Understand how phonics and word knowledge can be expanded using context, visual and auditory patterns, and study similarities and differences to spell words.
  - Use comprehension strategies, for example text processing strategies, to enhance meaning and infer meanings.
  - Use interaction skills, including active listening behaviours and communicate in a clear, coherent and confident manner.
  - Plan and deliver short presentations, providing some key details in logical sequence.
  - Use multimodal technologies, including texts from and about Asia, to explore and describe the shared and unique cultural experiences of different communities.
  - Use textual and visual information, for example images, charts, tables and graphs, to develop and present arguments.
  - Understand that successful cooperation with others depends on shared use of social conventions, including turn taking patterns, and negotiating in collaborative situations.
  - Use multimodal technologies, including texts from and about Asia, to explore and describe the shared and unique cultural experiences of different communities.
  - Use textual and visual information, for example images, charts, tables and graphs, to develop and present arguments.

**Year 3 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 multiple complex words. They identify literal and implied meanings in different parts of a text. They select information and ideas 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, some key ideas. 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.

**Rationale**

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**Structure**

The Australian Curriculum: English Foundation to Year 10 comprises Australian literature, including the oral narrative tradition of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

The language and content in Years 3 and 4 extend students’ language and literacy to three interrelated strands of language. Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances and texts used by students as models for constructing their own work.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative tradition of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe events, people and places using a range of narrative structures, language and illustrations. Students develop a range of skills, including an understanding of the role of the setting in constructing meaning.