

**Rationale**  
 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 understanding, 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 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 more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events 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, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. 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.

- Aims**  
 The Australian Curriculum: English aims to ensure that students:
- learn to listen to, read, view, speak, 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
  - appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
  - understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
  - develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

**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. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.  
 In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.  
 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 traditions 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 complex sequences of events that extend over several pages and involve 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 complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text.  
 Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

**Structure**  
 The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Each strand interacts with and enriches the other strands in creative and flexible ways, the fabric of the curriculum being strengthened by the threads within each sub-strand. Together, the three strands form an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10.  
 The three strands are: **Language:** knowing about the English language, **Literature:** understanding, appreciating, responding to, analysing and creating literary texts and **Literacy:** expanding the repertoire of English usage.

**Year 3 Content Descriptions**

Language	Literature	Literacy
<p><b>Language variation and change</b>                      Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning.</p> <p><b>Language for interaction</b>                      Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations.                      Examine how evaluative language can be varied to be more or less forceful.</p> <p><b>Text structure and organisation</b>                      Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences).                      Understand that paragraphs are a key organisational feature of written texts.                      Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters. Identify the features of online texts that enhance navigation.</p> <p><b>Expressing and developing ideas</b>                      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 that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense.                      Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments.                      Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs.</p> <p><b>Phonics and word knowledge</b>                      Understand how to use letter-sound relationships and less common letter patterns to spell words.                      Recognise and know how to write most high frequency words including some homophones.                      Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns.                      Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word.</p>	<p><b>Literature and context</b>                      Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons.</p> <p><b>Responding to literature</b>                      Draw connections between personal experiences and the worlds of texts, and share responses with others.                      Develop criteria for establishing personal preferences for literature.</p> <p><b>Examining literature</b>                      Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative.                      Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose.</p> <p><b>Creating literature</b>                      Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle.                      Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue.</p>	<p><b>Texts in context</b>                      Identify the point of view in a text and suggest alternative points of view.</p> <p><b>Interacting with others</b>                      Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.                      Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume.                      Plan and deliver short presentations, providing some key details in logical sequence.</p> <p><b>Interpreting, analysing, evaluating</b>                      Identify the audience and purpose of imaginative, informative and persuasive texts.                      Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting                      Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features.</p> <p><b>Creating texts</b>                      Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose.                      Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation.                      Write using joined letters that are clearly formed and consistent in size.                      Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements.</p>