



Australian Curriculum: English — Year 3

Year level plan-2023

CURRICULUM	SEMESTER 1				SEMESTER 2				
	Term 1	Term 2	Term 3	Term 4					
Unit name	Analysing and creating persuasive texts	Investigating characters Exploring character and settings in text	Examining stories from different perspectives Reading, writing and performing poetry	Examining imaginative texts					
Unit description	Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive text by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.	Students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They comprehend literal and implied meaning in a text and identify and explain the author's use of language. Students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character.	Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from the perspective of another character in the text. Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present an adaptation of a poem.	Students comprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in the text. Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.					
ASSESSMENT	SEMESTER 1				SEMESTER 2				
	Term 1		Term 2		Term 3		Term 4		
	Persuasive texts – AT1	Matty Forever- Imaginative Narrative AT2	Matty forever (cont.) Reading Comprehension AT3	Procedural presentation Charlottes Web– AT4	Retell different perspective- AT5	Writing & presenting poetry-AT6	Kumiko and the dragon-- AT7	Creating multimodal text- AT8	
Range and balance of summative assessment conventions	Technique	Extended response	Test	Extended response	Extended response	Extended response	Extended response	Test	Extended response
	Type of text	Persuasive	Narrative (Response)	Reading comprehension	Procedural	Imaginative (Retell)	Imaginative (Poetry)	Reading comprehension	Narrative
	Mode	Written	Written	Written	Spoken	Spoken	Written	Written	Multimodal poster
	Conditions	Individual Access to resources	Exam conditions		Individual Presented to audience of peers	Text- The Lorax	Undertaken individually	Undertaken individually	Undertaken individually presentation

Aspects of the achievement standard									
Receptive modes (listening, reading and viewing)	understand how content can be organised using different text structures depending on the purpose of the text	✓							
	understand how language features, images and vocabulary choices are used for different effects	✓		✓			✓	✓	
	read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information							✓	
	use phonics and word knowledge to fluently read more complex words							✓	
	identify literal and implied meaning connecting ideas in different parts of a text			✓				✓	
	select information, ideas and events in texts that relate to their own lives and to other texts							✓	
	listen to others' views and respond appropriately using interaction skills				✓				
Productive modes (speaking, writing and creating)	understand how language features are used to link and sequence ideas		✓		✓	✓			
	understand how language can be used to express feelings and opinions on topics	✓	✓			✓	✓		
	[create] texts [that] include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters	✓	✓		✓		✓		✓
	create a range of texts for familiar and unfamiliar audiences						✓		✓
	contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations				✓				
	demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing	✓	✓						✓
	use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately						✓		
	re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning	✓	✓						✓
write using joined letters that are accurately formed and consistent in size						✓			

Term 1
Term 2
Term 3
Term 4
 ✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement