

Australian Curriculum: English — Year 3

Year level plan-2025

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Examining imaginative texts	Examining informative texts	Exploring language to express opinions - persuasive	Completing a novel study
Unit description	<p>Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text. They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances. Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models.</p> <p>Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.</p> <p>For assessment, students:</p> <p>Relate ideas from the narrative text, 'The Lorax', and express opinions about the impact of the factory.</p>	<p>Students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas.</p> <p>Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary.</p> <p>Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features.</p> <p>Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information.</p> <p>Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns.</p> <p>They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.</p> <p>For assessment, students:</p> <p>Read, view and comprehend a simple informative text 'From seed to blossom'. Create a written and multimodal digital informative text for an audience.</p>	<p>Students engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. These texts may include picture or chapter books and informative texts containing topics of interest and topics being studied in other learning areas.</p> <p>Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers.</p> <p>Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience.</p> <p>Students engage in shared and independent writing and/or learning experiences to create persuasive responses for a particular purpose and audience. They use language of evaluation and emotion such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.</p> <p>For assessment, students:</p> <p>Create a spoken text to express a preference and opinion about a favourite activity.</p>	<p>Through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Students read, view and comprehend a selected text that describes events that extend over several pages, includes unusual happenings within a framework of familiar experiences, and includes images that extend meaning. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers.</p> <p>Students engage in shared and independent writing and/or learning experiences to create imaginative responses to the text. They use appropriate text structures to suit the purpose, paragraphs to group related ideas, and language features, including compound sentences, to add detail to their texts. Students spell multisyllabic words with more complex letter patterns.</p> <p>For assessment, students:</p> <p>read, view and comprehend imaginative text, 'Kumiko and the Dragon'</p> <p>Create a written narrative text using ideas drawn from the familiar text, 'Kumiko and the Dragon'.</p>

ASSESSMENT		SEMESTER 1			SEMESTER 2		
		Term 1	Term 2		Term 3	Term 4	
		AT1	AT2	AT3	AT4	AT4	AT5
Range and balance of assessment conventions	Type of text	Narrative	Informative	Informative	Persuasive	Narrative	Narrative
	Technique If other, or more than one, specify	Performance/Presentation	Observed demonstration	Extended response	Performance/Presentation	Observed demonstration	Extended response
	Mode	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input checked="" type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal
	Conditions <i>consider and identify conditions that enable equitable access for all students.</i>	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task or <input type="checkbox"/> Group work Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <input type="checkbox"/> Group work Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <input type="checkbox"/> Group work Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task Consider: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students

Aspects of the achievement standard	AT1	AT2	AT3	AT4	AT5	AT6
Listening and speaking						
Interact with others, and listen to and create spoken and/or multimodal texts including stories.	Monitoring Task			Monitoring Task		
Relate ideas; express opinion, preferences & appreciation of texts; include relevant details from learnt topics, topics of interest or texts.	✓			✓		
Group, logically sequence and link ideas.	✓			✓		
Use language features including topic-specific vocabulary, and/or visual features and features of voice.	✓			✓		
Reading and viewing						
Read, view and comprehend texts, recognising their purpose and audience.		✓			✓	
Identify literal meaning and explain inferred meaning.		✓			✓	
Describe how stories are developed through characters and/or events.					✓	
Describe how texts are structured and presented.		✓			✓	

Describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning.		✓			✓	
Read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.	Monitoring Task Diagnostic tool as per School Data Plan			Monitoring Task Diagnostic tool as per School Data Plan		
Writing and creating						
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.			✓			✓
Use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features.			✓			✓
Write texts using letters that are accurately formed and consistent in size.	Monitoring Task (Year 3 Handwriting Program)			Monitoring Task (Year 3 Handwriting Program)		
They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.	Monitoring Task (Year 3 Spelling Program)			Monitoring Task (Year 3 Spelling Program)		

✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement.

Monitoring Task indicates opportunities for aspects to be demonstrated by students through monitoring strategies throughout the unit of work and evidence collated for student folios.