



Australian Curriculum: English — Year 4

Year level plan-2023

CURRICULUM	SEMESTER 1			SEMESTER 2			
	Term 1	Term 2	Term 3	Term 4			
Unit name	Investigating author's language in a familiar narrative	Exploring recounts set in the past Examining humour in poetry	Exploring a quest novel	Examining persuasion in advertisements and product packaging			
Unit description	Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.	Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives.	Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students also write a short response explaining how the author represents the main character in an important event in the quest novel.	Students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to design an effective composition for a breakfast cereal. They write a persuasive speech to promote their cereal.			
ASSESSMENT	SEMESTER 1			SEMESTER 2			
	Term 1	Term 2		Term 3	Term 4		
	A new chapter- AT 1	Reading comprehension- Historical recounts AT2	Spoken presentation- AT3	Character representation AT4	Design breakfast cereal sales pitch AT5	Reading comprehension- AT6	
Range and balance of summative assessment conventions	Technique	Extended response	Test	Extended Response	Extended Response	Extended Response	Test
	Type of text	Narrative (Imaginative)	Short answer	Recount (Imaginative)	Analysis (Informative)	Sales Pitch (Persuasive)	Short answer
	Mode	Written	Written	Written/Oral	Written	Multimodal- Written & Visual	Written
	Conditions	Individually Access to resources Drafting in lesson time with access to peer conferencing and teacher feedback 200–300 words	Undertaken individually Completed under test/exam conditions Ongoing throughout term	Individually Stimulus provided Access to resources Drafting in lesson time with access to teacher feedback & conferencing Presented in class to audience of peers Length: Two minutes	Undertaken individually Prior notice of the assessment Access to resources allowed Planning and drafting in lesson time with access to teacher feedback and conferencing Length: 200–300 words	Individual Access to resources Access to teacher feedback on 1 draft with dot point areas for focus 200-300 words	Undertaken individually 4 lessons of class time Stimulus materials in colour Test/exam conditions Questions read by teacher- as required (no paraphrasing)

Aspects of the achievement standard							
Receptive modes (listening, reading and viewing)	understand that texts have different text structures depending on purpose and context		✓				✓
	explain how language features, images and vocabulary are used to engage the interest of audiences		✓		✓		✓
	describe literal and implied meaning connecting ideas in different texts		✓		✓		✓
	fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words		✓				
	express preferences for particular types of texts, and respond to others' viewpoints		✓				✓
	listen for and share key points in discussions					✓	
Productive modes (speaking, writing and creating)	use language features to create coherence and add detail to their texts	✓		✓	✓	✓	
	understand how to express an opinion based on information in a text			✓		✓	
	create texts that show understanding of how images and detail can be used to extend key ideas	✓		✓			
	create structured texts to explain ideas for different audiences	✓		✓	✓	✓	
	make presentations and contribute actively to class and group discussions, varying language according to context			✓			
	demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning	✓		✓	✓	✓	

Term 1

Term 2

Term 3

Term 4

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