English

Year 3

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 communicate 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 to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including 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 present new content 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 range of punctuation conventions, as well as illustrations and diagrams that both 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.

Year 3 Content Descriptions

Reading and viewing

Language

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) (ACELA1478)

Identify the features of online texts that enhance

Writing

Language

Understand that paragraphs are a key organisational feature of written texts (ACELA1479)

Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACFLA1481)

Speaking and listening

Language

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)

Understand that successful cooperation with others
Identify the features of online texts that enhance navigation (ACELA1790)

Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)

Recognise high frequency sight words (ACELA1486)

Literature
Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

Develop criteria for establishing personal preferences for literature (ACELT1598)

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 (ACELT1599)

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 (ACELT1600)

Literacy
Identify the point of view in a text and suggest alternative points of view (ACELY1675)

Literacy
To be in agreement (ACELA1481)

Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)

Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ (ACELA1485)

Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)

Literacy
Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control

Literacy
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 (ACELA1476)

Examine how evaluative language can be varied to be more or less forceful (ACELA1477)

Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)

Literacy
Listen to and contribute to conversations and discussions to share information and ideas and
Identify the **audience** and purpose of imaginative, informative and persuasive **texts** (ACELY1678)

**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 (ACELY1679)

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** (ACELY1680)

**Write** using joined letters that are clearly formed and consistent in size (ACELY1684)

**negotiate in collaborative situations** (ACELY1676)

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 (ACELY1792)

Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)

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**Year 3 Achievement Standard**

**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 additional information. 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**.

**Writing**

Their **texts** include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of **grammar** and choose vocabulary and punctuation appropriate to the purpose and **context** of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They legibly **write** using consistently sized joined letters.

**Speaking and listening**

Students **listen** to others’ views and respond appropriately. They 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. They **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.

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**Year 3 Work Samples**

**Year 3 English Portfolio**