Australian Curriculum Version 9: English
Year 3 level plan 2026

Sequence of units	Semester 1		Semester 2	
	Term 1	**Term 2**	**Term 3**	**Term 4**
Unit name	Examining imaginative texts	Creating information reports	Completing a novel study	Constructing a persuasive response
Unit description	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. 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. 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. **For assessment, students:** relate ideas and express opinions about an imaginative text.	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. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary. 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. 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. 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. They create informative texts, including visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs. **For assessment, students:** read, view and comprehend simple informative texts create a written and multimodal informative text for an audience.	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. 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. 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. **For assessment, students:** read, view and comprehend an imaginative text create a written narrative text using a familiar text for inspiration.	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. Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers. Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience. 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. **For assessment, students:** create and deliver a spoken text to express a preference and opinions about a favourite activity.

Assessment		Semester 1		Semester 2	
		Express opinions about a text	Informative text: Reading and writing	Imaginative text: Reading and writing	Express a preference and opinion
Range and balance of assessment	**Technique**	Observed demonstration	Extended response	Extended response	Performance/Presentation
	If *other*, or more than one, specify		Observed demonstration	Observed demonstration	
	Mode	☒ Spoken/Signed	☒ Written ☒ Spoken/Signed ☒ Multimodal	☒ Spoken/Signed	☒ Written ☒ Spoken/Signed

Aspects of the achievement standard				
Speaking and Listening ☆				
interact with others, and listen to and create spoken and/or multimodal texts including stories	Monitoring strategy			Monitoring strategy
relate ideas; express opinion, preferences and appreciation of texts; and 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 strategy	Monitoring strategy	
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 strategy	Monitoring strategy	
spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words		Monitoring strategy	Monitoring strategy	

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