



**Australian Curriculum Version 9: English
Year 4 Template 2025**

| Sequence of units | Semester 1 | | Semester 2 | |
|-------------------------|---|--|---|--|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit name | Completing a novel study | Building an argument | Reporting on topics of interest or learning | Exploring imaginative texts |
| Unit description | <p>Through a novel study, students identify characteristic stages of narrative texts, for example, orientation, complication and resolution. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Students read, view and comprehend a short novel which describes sequences of events that develop over chapters, and unusual happenings within a framework of familiar experience. The novel supports and extends students as independent readers as they integrate phonic, semantic and grammatical knowledge to read accurately and fluently.</p> <p>Students engage in shared and independent writing and/or learning experiences to create written responses about what they have read, using paragraphs to organise and link ideas, and language features including complex sentences, topic-specific vocabulary and literary devices. When creating written texts, students use phonic, morphemic and grammatical knowledge to correctly spell multisyllabic and multimorphemic words.</p> <p>For assessment, students: read, view and comprehend an imaginative text create a written narrative story that involves an adventure.</p> | <p>Students engage with a variety of texts that provide a stimulus for building an argument, such as picture books, short novels, films and non-fiction texts, and persuasive texts, as models for creating their own work.</p> <p>Students read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students identify the subjective language of opinion and feeling, and the objective language of factual reporting.</p> <p>Students engage in shared and independent writing and/or learning experiences to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice.</p> <p>For assessment, students: create a spoken argument to share and extend ideas, opinions and information about a topic.</p> | <p>Students engage with a variety of texts, including informative texts, with content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas.</p> <p>Students read, view and comprehend texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, and strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts.</p> <p>Students compare texts from different times with similar purposes and explore how authors use informative text structures and language features such as headings, italics and bold text to support readers or viewers to navigate the text. They identify visual features such as images and layout to complement, add to or shape understanding of a topic.</p> <p>Students engage in learning experiences, including shared and independent writing, to create reports about topics that are organised into paragraphs with relevant linked ideas, and use language to express and develop ideas.</p> <p>For assessment, students: read, view and comprehend informative texts create a written and multimodal informative text for an audience.</p> | <p>Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning.</p> <p>They read, view and comprehend a range of imaginative texts which support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances.</p> <p>Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.</p> <p>For assessment, students: share and extend ideas, opinions and information about a short film for an audience.</p> |

| Assessment | Semester 1 | | Semester 2 | |
|--|--|---|--|--|
| | Imaginative text: Reading and writing | Presenting an argument | Informative text: Reading and writing | Short film review |
| Technique <i>If other, or more than one, specify</i> | Extended response | Performance/Presentation | Extended response | Performance/Presentation |
| | Observed demonstration | | Observed demonstration | |
| Mode | <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed | <input checked="" type="checkbox"/> Spoken/Signed | <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Multimodal | <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed |

| Aspects of the achievement standard | | | | |
|---|---------------------|---------------------|---------------------|---------------------|
| interact with others, and listen to and create spoken and/or multimodal texts including stories | | Monitoring strategy | | Monitoring strategy |
| share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts | | | | |
| use text structures to organise and link ideas | | | | |
| use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice | | | | |
| Reading and Viewing ☀ | | | | |
| read, view and comprehend texts created to inform, influence and/or engage audiences | | | | |
| describe how ideas are developed including through characters and events, and how texts reflect contexts | | | | |
| describe the characteristic features of different text structures | | | | |
| describe how language features including literary devices, and visual features shape meaning | | | | |
| read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge | Monitoring strategy | | Monitoring strategy | |
| Writing and Creating ☀ | | | | |
| create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts | | | | |
| use paragraphs to organise and link ideas | | | | |
| use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features | | | | |
| write texts using clearly formed letters with developing fluency | Monitoring strategy | | Monitoring strategy | |
| spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge | Monitoring strategy | | Monitoring strategy | |