

Australian Curriculum: 2023 English — Year 3



CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Unit 1: Analysing Persuasive Texts	Unit 5: Creating a multimodal text and reading comprehension	Unit 4: Examining stories from different perspectives	Unit 6: Reading, Writing and Performing Poetry
Unit description	In this unit, students read, view and analyse persuasive texts, examining ways persuasive language features are used to influence an audience. In this unit, students plan, write, edit and publish a variety of persuasive texts.	In this unit, students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.	In this unit students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective.	In this unit, students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills.
General capabilities				
Cross-curriculum priorities				

ASSESSMENT		SEMESTER 1			SEMESTER 2	
		Term 1	Term 2		Term 3	Term 4
	Assessment	Persuasive written assessment	Narrative Multimodal assessment	Reading Comprehension	Retell a narrative from a different perspective	Writing and presenting poetry
Range and balance of summative assessment conventions	Technique	Extended response	Extended response	Test	Extended response	Extended response
	Type of text	Persuasive	Imaginative	Imaginative	Imaginative	Imaginative
	Mode	Written	Poster/multi-modal presentation	Short answer questions	Written/oral	Written/oral
Aspects of the achievement standard						
Receptive modes (listening, reading and viewing)	understand how content can be organised using different text structures depending on the purpose of the text					
	understand how language features, images and vocabulary choices are used for different effects					
	read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information					
	use phonics and word knowledge to fluently read more complex words					
	identify literal and implied meaning connecting ideas in different parts of a text					
	select information, ideas and events in texts that relate to their own lives and to other texts					
	listen to others' views and respond appropriately using interaction skills					
Productive modes (speaking, writing and creating)	understand how language features are used to link and sequence ideas					
	understand how language can be used to express feelings and opinions on topics					
	texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters					
	create a range of texts for familiar and unfamiliar audiences					
	contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations					
	demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing					
	use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately					
	re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning					
	write using joined letters that are accurately formed and consistent in size					

