Year 3 Syllabus

Year 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 experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact 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 aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, 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 include content of increasing complexity and technicality 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 variety of punctuation conventions, as well as illustrations and diagrams that 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.

Reading and Viewing

LANGUAGE

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

Writing

LANGUAGE

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

Speaking and Listening

LANGUAGE

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

[(ACELA1475)](#)

▤ Literacy

↻ Intercultural
understanding

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

▤ Literacy

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)](#)

▤ Literacy

Understand that
paragraphs are a key
organisational
feature of written

▤ Literacy

↻ Intercultural
understanding

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

▤ Literacy

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)](#)

▤ Literacy

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

[(ACELA1475)](#)

▤ Literacy

↻ Intercultural
understanding

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)](#)

▤ Literacy

👥 Personal and social
capability

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

▤ Literacy

texts [(ACELA1479)](#)

📄 Literacy

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

📄 Literacy

Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement [(ACELA1481)](#)

📄 Literacy

Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that

📄 Literacy

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

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Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement [(ACELA1481)](#)

📄 Literacy

Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are

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)](#)

📄 Literacy

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

📄 Literacy

Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement [(ACELA1481)](#)

these processes are anchored in time through tense [(ACELA1482)](#)

📄 Literacy

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

📄 Literacy

🔢 Numeracy

🅒 Critical and creative thinking

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

anchored in time through tense [(ACELA1482)](#)

📄 Literacy

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

📄 Literacy

Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words (AC9E3LY11)

📄 Literacy

Recognise and know how to write most high-frequency words including some homophones (AC9E3LY12)

📄 Literacy

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

📄 Literacy

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

📄 Literacy

LITERATURE

Discuss texts in which characters, events and settings are portrayed in different ways, and

📑 Literacy

Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words (AC9E3LY11)

📑 Literacy

Identify the features of online texts that enhance navigation [(ACELA1790)](ACELA1790)

📑 Literacy

⠐ Information and Communication Technology (ICT) capability

🅒 Critical and creative thinking

Understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships,

📑 Literacy

Understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (AC9E3LY09)

📑 Literacy

Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words (AC9E3LY10)

speculate on the authors' reasons [(ACELT1594)](ACELT1594)

📑 Literacy

🅒 Critical and creative thinking

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

📑 Literacy

🅒 Critical and creative thinking

👥 Personal and social capability

Develop criteria for establishing personal preferences for literature [(ACELT1598)](ACELT1598)

📑 Literacy

🅒 Critical and creative thinking

syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns (AC9E3LY09)

 Literacy

Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words (AC9E3LY10)

 Literacy

LITERATURE

Discuss texts in which characters, events and settings are portrayed in

 Literacy

LITERATURE

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

 Literacy

 Critical and creative thinking

 Personal and social capability

Develop criteria for establishing personal preferences for literature [(ACELT1598)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

Discuss how

 Personal and social capability

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)](#)

 Literacy

 Critical and creative thinking

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

 Numeracy

different ways, and speculate on the authors' reasons (ACELT1594)

🔖 Literacy

🅒 Critical and creative thinking

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

🔖 Literacy

🅒 Critical and creative thinking

👥 Personal and social capability

Develop criteria for establishing personal preferences for literature (ACELT1598)

🔖 Literacy

🅒 Critical and creative

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)

🔖 Literacy

🅒 Critical and creative thinking

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

🔢 Numeracy

Create imaginative texts based on characters, settings and events from

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)

🔖 Literacy

🔢 Numeracy

🅒 Critical and creative thinking

🔗 Intercultural understanding

Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)

thinking

👥 Personal and social capability

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)

📄 Literacy

Ⓒ Critical and creative thinking

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

students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)

📄 Literacy

🔢 Numeracy

Ⓒ Critical and creative thinking

🔗 Intercultural understanding

Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)

📄 Literacy

🔢 Numeracy

Ⓒ Critical and creative

📄 Literacy

🔢 Numeracy

Ⓒ Critical and creative thinking

LITERACY

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

📄 Literacy

Ⓒ Critical and creative thinking

👥 Personal and social capability

⚖ Ethical understanding

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations

▦ Numeracy

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)

▤ Literacy

▦ Numeracy

◎ Critical and creative thinking

↻ Intercultural understanding

Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue

thinking

LITERACY

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)

▤ Literacy

⸫ Information and Communication Technology (ICT) capability

◎ Critical and creative thinking

Re-read and edit texts for meaning,

(ACELY1676)

▤ Literacy

👥 Personal and social capability

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

▤ Literacy

◎ Critical and creative thinking

👥 Personal and social capability

Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)

▤ Literacy

◎ Critical and creative thinking

(ACELT1791)

📄 Literacy

🔢 Numeracy

🎯 Critical and creative thinking

LITERACY

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

📄 Literacy

🎯 Critical and creative thinking

👥 Personal and social capability

🔧 Ethical understanding

Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)

appropriate structure, grammatical choices and punctuation (ACELY1683)

📄 Literacy

🎯 Critical and creative thinking

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

📄 Literacy

Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)

📄 Literacy

⛏ Information and

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)

📄 Literacy

🎯 Critical and creative thinking

👥 Personal and social capability

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)

☰ Literacy

⊙ Critical and creative thinking

Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required

☰ Literacy

⊙ Critical and creative thinking

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)

Communication Technology (ICT) capability

⊙ Critical and creative thinking

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

☰ Literacy

⊙ Critical and creative thinking

👥 Personal and social capability

⇌ Ethical understanding

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

☰ Literacy

⊙ Critical and creative

☰ Literacy

👥 Personal and social capability

Literacy

 Critical and creative
thinking

 Personal and social
capability

Plan, draft and
publish imaginative,
informative and
persuasive texts
demonstrating
increasing control
over text structures
and language
features and
selecting print,and
multimodal elements
appropriate to the
audience and
purpose
(ACELY1682)

 Literacy

 Information and
Communication
Technology (ICT)
capability

 Critical and creative

thinking

 Personal and social
capability

Identify the audience
and purpose of
imaginative,
informative and
persuasive texts
(ACELY1678)

 Literacy

 Critical and creative

thinking

thinking

Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation [(ACELY1683)](#)

📄 Literacy

ⓒ Critical and creative thinking

Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements [(ACELY1685)](#)

📄 Literacy

⋮⋏ Information and Communication Technology (ICT) capability

Year 3 Achievement Standard

RECEPTIVE MODES (LISTENING, 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 extra information. They use phonics and word knowledge to fluently read more complex words. 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. They listen to others' views and respond appropriately using interaction skills.

PRODUCTIVE MODES (SPEAKING, WRITING AND CREATING)

Students 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. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.

Students 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. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

Year Level Description

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In Years 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

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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 include content of increasing complexity and technicality 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 variety of punctuation conventions, as well as illustrations and diagrams that 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.