

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 Pre-primary 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.

Language

LANGUAGE VARIATION AND CHANGE

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

 Literacy


 Intercultural understanding

Literature

LITERATURE AND CONTEXT

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons [\(ACELT1594\)](#)

 Literacy

 Critical and creative thinking


RESPONDING TO LITERATURE


Literacy

TEXTS IN CONTEXT

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

INTERACTING WITH OTHERS

LANGUAGE FOR INTERACTION

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


TEXT STRUCTURE AND ORGANISATION

Understand how different types of texts vary in use of

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

EXAMINING LITERATURE

Discuss how language is used to describe the settings in texts, and explore how the


Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations [\(ACELY1676\)](#)

 Literacy

 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

 Personal and social capability

Plan and deliver short

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 [\(ACELA1479\)](#)

 Literacy


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

 Literacy

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

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


CREATING LITERATURE

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

presentations, providing some key details in logical sequence [\(ACELY1677\)](#)

 Literacy


 Critical and creative thinking

 Personal and social capability




INTERPRETING, ANALYSING, EVALUATING

Identify the audience and purpose of imaginative, informative and persuasive texts [\(ACELY1678\)](#)

 Literacy

 Critical and creative thinking

Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and

 Literacy
 Information and Communication Technology (ICT) capability
 Critical and creative thinking





EXPRESSING AND DEVELOPING IDEAS

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



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 thinking

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
[\(ACELY1680\)](#)

 Literacy
 Critical and creative thinking
 Personal and social capability

CREATING TEXTS


Plan, draft and publish imaginative, informative and persuasive texts demonstrating

 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
[\(ACELA1484\)](#)


 Literacy

PHONICS AND WORD KNOWLEDGE

Understand how to apply knowledge of phoneme–grapheme


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, appropriate structure, grammatical choices and punctuation
[\(ACELY1683\)](#)

 Literacy

 Critical and creative thinking

Write using joined letters that are clearly formed and consistent

(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)

 Literacy

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


 Literacy


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 Communication Technology (ICT) capability

 Critical and creative thinking

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

 Literacy

Year 3 Achievement Standard

Handwriting behaviours are not described in the year level achievement standard or the writing assessment pointers. Instead, the Authority has developed the Handwriting Continuum to support Western Australian teachers in the teaching and monitoring of student handwriting for Pre-primary through to Year 10. The Handwriting Continuum can be found under the Teaching menu in the K-10 section of this website. Teachers will need to log in to the Extranet to access this resource.

Reading and Viewing

At Standard, 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.

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. Students create a range of texts for familiar and unfamiliar audiences. 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 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.

Speaking and Listening

Students listen to others' views and respond appropriately using interaction skills. They understand how language features are used to link and sequence ideas. Students understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. Students contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

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