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Years 11 and 12

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# Year 3 SyllabusTest

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**Year Level Description**

## Overview



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English across Pre-primary to Year 12

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English P–10 Scope and Sequence for teaching in 2024 (PDF) [↗](#)



English P–10 Scope and Sequence for teaching in 2024 (DOC) [↗](#)

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Revisions to the WA curriculum English P–6 Phonics and word knowledge (DOC) [↗](#)



ABLEWA English Scope and Sequence

## Year 3 Syllabus

### Year Level Description

The English curriculum integrates all three strands of knowledge, understanding and creating. Learning in earlier years, and



In Years 3 and 4, students engage with contexts that relate to their lives, peers and teachers online/virtual environments.



Students engage with a range of texts, including spoken, written, aesthetic, as well as traditional oral text, print and digital text, film, multimodal texts and digital models for construction.

The range of literary texts includes the oral traditions of Indigenous Peoples, as well as classic and contemporary texts.

Literary texts that students read and describe contexts.

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 ABLEWA English Scope and Sequence (PDF) 

 EAL/D English Pre-primary to Year 10 

## Filters



### Show/Hide Curriculum

- ☒ Year level descriptors
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### Year Levels

- ☒ Select All

### Strands

- ☒ Select All
- ☒ Literacy
- ☒ Literature
- ☒ Language

### General Capabilities



involve unusual happenings. These texts include content that is of interest and topics that are complex language that requires a large vocabulary, a significant amount of time to be decoded phonetically, and illustrations and diagrams.

Students create a range of texts including narratives and expositions.

## Language

### LANGUAGE VARIATION AND CHANGE

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

-  Literacy
-  Intercultural understanding

✔ Select All

✔ Literacy

✔ Numeracy

✔ Information and Communication Technology (ICT) capability

✔ Critical and creative thinking

✔ Personal and social capability

✔ Ethical understanding

✔ Intercultural understanding

## LANGUAGE FOR INTERACTION

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns; forms of address that vary according to the degree of formality of social situations

[\(ACELA1476\)](#)

📖 Literacy

👥 Personal and social capability

Examine how evaluation of language can be varied to be more or less forceful [\(ACELA147](#)

📖 Literacy

## TEXT STRUCTURE AND ORGANISATION

Understand how different types of texts vary in use of language

choices, depending  
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](#))

 Literacy

 Information and  
Communication Techno  
(ICT) capability

 Critical and creativ  
thinking

## EXPRESSING AND DEVELOPING IDEAS

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Understand that a c  
is a unit of grammar  
usually containing a  
subject and a verb  
that these need to  
agreement [\(ACELA1482\)](#)

 Literacy

Understand that ve  
represent different  
processes, for  
example doing, thir  
saying, and relating  
that these processe  
anchored in time th  
tense [\(ACELA1482\)](#)


 Literacy

Identify the effect c

audiences of technical  
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  
ways of expressing  
opinion including modal  
verbs and adverbs  
[\(ACELA1484\)](#)

 Literacy

## PHONICS AND WORD KNOWLEDGE

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Understand how to  
knowledge of phonics  
grapheme (sound-letter  
relationships, syllable  
and blending and  
segmenting to fluency)

read and write  
multisyllabic words  
more complex letter  
patterns (AC9E3LY9)

 Literacy

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

 Literacy

Use phoneme-graph  
(sound-letter)  
relationships and the  
common letter patterns  
to spell words  
(AC9E3LY11)

 Literacy

Recognise and know  
to write most high-



frequency words  
including some  
homophones  
(AC9E3LY12)

 Literacy

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## Year 3 Achievement

Handwriting behaviour  
the writing assessment  
*Handwriting Contin*  
monitoring of student  
*Handwriting Contin*  
of this website. Tea

### **Reading and View**

At Standard, student  
structures depending  
features, images and  
texts that contain v  
and images that pro  
to fluently read mo  
connecting ideas in  
events in texts that

### **Writing and Creat**

Students understand

They understand how to use language to communicate about topics. Students create and respond to texts that include writing about their own experiences, events, and ideas. They have a deep understanding of grammar and the purpose and context of texts. Their relationships include using language to spell words accurately and using appropriate vocabulary.

### **Speaking and Listening**

Students listen to and respond to spoken language. They understand how to use language to communicate about topics. They create and respond to texts that include writing about their own experiences, events, and ideas. They have a deep understanding of grammar and the purpose and context of texts. Their relationships include using language to spell words accurately and using appropriate vocabulary.

The English curriculum is built around the three interrelated strands. All three strands should be balanced and integrated. Together, they develop understanding and skills in listening, reading, viewing, speaking, and writing. Skills and processes developed in earlier years, and teachers will build on these skills and processes.

In Years 3 and 4, students experience learning in familiar contexts. They interact with peers and teachers from other cultures and languages. They use technology to enhance their learning. They learn to work independently and in groups. They learn to use the curriculum. They interact with peers and teachers from other cultures and languages. They use technology to enhance their learning. They learn to work independently and in groups. They learn to use the curriculum.

Students engage with a variety of texts for enjoyment. They listen to and respond to spoken language. They understand how to use language to communicate about topics. They create and respond to texts that include writing about their own experiences, events, and ideas. They have a deep understanding of grammar and the purpose and context of texts. Their relationships include using language to spell words accurately and using appropriate vocabulary.

texts in which the primary purpose is aesthetic, as well as texts oral texts including Aboriginal stories, picture books, various ty verse, poetry, non-fiction, film, multimodal texts, dramatic perf their own work.

The range of literary texts for Pre-primary to Year 10 comprises Aboriginal and Torres Strait Islander Peoples, as well as the con and contemporary world literature, including texts from and ab

Literary texts that support and extend students in Years 3 and that extend over several pages and involve unusual happening include content of increasing complexity and technicality about curriculum. These texts use complex language features, includi significant number of high-frequency sight words and words th conventions, as well as illustrations and diagrams that support

Students create a range of imaginative, informative and persua performances, reports, reviews, poetry and expositions.

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