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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Year 4 SyllabusTest

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Year Level Description

Overview



Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

Ways of Teaching

Ways of Assessing

General capabilities

Cross-curriculum Priorities

Links to other learning areas

Implications for teaching, assessment and reporting

Glossary



English P–10 Scope and Sequence for teaching in 2024 (PDF)



English P–10 Scope and Sequence for teaching in 2024 (DOC)

Professional learning



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



ABLEWA English Scope and Sequ

Year 4 Syllab

Year Level Descri

The English curriculum integrates all three s knowledge, underst and creating. Learn in earlier years, and

In Years 3 and 4, st contexts that relate peers and teachers online/virtual enviro

Students engage w interpret spoken, w aesthetic, as well a traditional oral text print and digital tex film, multimodal te models for construc

The range of literar including the oral n Peoples, as well as classic and contem

Literary texts that s readers describe cc

ence 



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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- ☒ Achievements Standards
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Year Levels

- ☒ Select All

Strands

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

General Capabilities

involve unusual happenings. These texts include content of interest and topics that require complex language to understand. Vocabulary is significant and may need to be decoded. Phonics and illustrations and diagrams are used.

Students create a range of texts including narratives and expositions.

Language

LANGUAGE VARIATION AND CHANGE

Understand that Standard Australian English is one of many social dialects used in Australia, and that it originated in England. It has been influenced by many other languages. [\(ACELA1487\)](#)

 Literacy

 Intercultural

- ✔ Select All
 - ✔ Literacy
 - ✔ Numeracy
 - ✔ Information and Communication Technology (ICT) capability
 - ✔ Critical and creative thinking
 - ✔ Personal and social capability
 - ✔ Ethical understanding
 - ✔ Intercultural understanding
-
-

understanding

LANGUAGE FOR INTERACTIONS

Understand that so many interactions influence the way people engage with ideas and respond to others; for example, when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group

[\(ACELA1488\)](#)

 Literacy

 Personal and social capability

Understand differences between the language of opinion and feeling and the language of fact; reporting or recording

[\(ACELA1489\)](#)

 Literacy

TEXT STRUCTURE AND

ORGANISATION

Understand how texts vary in complexity and technicality depending on the approach to topic, the purpose and the intended audience [\(ACELA1490\)](#)

 Literacy

Understand how texts are made cohesive through the use of linking devices, including pronoun reference and text connectives [\(ACELA1491\)](#)

 Literacy

Recognise how quotation marks are used in texts to signal dialogue, to and quoted (direct) speech [\(ACELA1492\)](#)

 Literacy

Identify features of

online texts that enhance readability including text, navigation, links, graphics and layout
[\(ACELA1793\)](#)

 Literacy

 Information and Communication Techno
(ICT) capability

 Critical and creativ
thinking

EXPRESSING AND DEVELOPING IDEAS

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and groups/phrases and prepositional phrases
[\(ACELA1493\)](#)

 Literacy

Investigate how quoted (direct) and reported (indirect) speech works

different types of text
([ACELA1494](#))

 Literacy

 Critical and creative thinking

Understand how adjectives, groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an action
([ACELA1495](#))

 Literacy

Explore the effect of choices when framing an image, placement of elements in the image and salience on the composition of still and moving images in a range of types of text
([ACELA1496](#))

 Literacy

 Critical and creative thinking

Incorporate new vocabulary from a range of sources into student own texts including vocabulary encountered in research ([ACELA](#)

 Literacy

PHONICS AND WORD KNOWLEDGE

Understand how to and apply phonological and morphological knowledge to read and write multisyllabic words with more complex combinations, including a variety of vowel sounds and known prefixes and suffixes (AC9E4LY09)

 Literacy

Understand how to use knowledge of letter patterns, including double letters, spelling generalisations,

morphological word families, common prefixes and suffixes and word origins, to more complex words (AC9E4LY10)

 Literacy

Read and write high frequency words including homophones and know how to use context to identify correct spelling (AC9E4LY1

 Literacy

Year 4 Achievement

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

Reading and View

At Standard, students' skills and vocabulary are developed and implied meanings are explored for particular types of texts that include various multisyllabic words.

Writing and Creative Writing

Students use language to communicate. They understand how to create texts that show and extend key ideas. Students write for different audiences. They develop a range of resources to improve meaning.

Speaking and Listening

Students listen for a purpose and to create coherence. They express an opinion and show understanding of how to create structured texts. They give presentations and use language according to the context.

The English curriculum is built around the three interrelated strands of language, literature and media studies.

programs should balance and integrate all three strands. Together, they develop understanding and skills in listening, reading, viewing, speaking and thinking skills and processes developed in earlier years, and teachers work to build on these skills.

In Years 3 and 4, students experience learning in familiar contexts across the curriculum. They interact with peers and teachers from other contexts, including online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to and read texts in which the primary purpose is aesthetic, as well as texts that inform and persuade. Oral texts including Aboriginal stories, picture books, various types of poetry, verse, poetry, non-fiction, film, multimodal texts, dramatic performance and their own work.

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

Literary texts that support and extend students in Years 3 and 4 are those that extend over several pages and involve unusual happenings or events. These texts include content of increasing complexity and technicality about the world. These texts use complex language features, including a significant number of high-frequency sight words and words that are not in the conventions, as well as illustrations and diagrams that support the text.

Students create a range of imaginative, informative and persuasive texts, including performances, reports, reviews, poetry and expositions.

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