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Year 3 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)
- ABLEWA English Scope and Sequence
- ABLEWA English Scope and Sequence (PDF)
- EAL/D English Pre-primary to Yea

Year 3 Syllab

Year Level Descri

The English curricul
literature and litera
integrate 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 co

r 10

Filters

Show/Hide Curriculum

- Year level descriptors
- Content Descriptions
- Achievements Standards
- Icons

Year Levels

- Select All

Strands

- Select All
- Literacy
- Literature
- Language

General Capabilities

- Select All
- Literacy
- Numeracy
- Information and Communication Technology (ICT)

involve unusual hap
texts include conte
interest and topics
complex language t
vocabulary, a signif
to be decoded phor
illustrations and dia

Students create a r
including narratives
expositions.

Language

LANGUAGE VARIATION CHANGE

Understand that languages have dif
written and visual communication sys
different oral traditi
and different ways constructing meani
(ACELA1475)

Literacy

Intercultural understanding

capability

- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

LANGUAGE FOR INTERA

Understand that successful cooperat with others depend shared use of socia conventions, includ turn-taking pattern forms of address th vary according to th degree of formality social situations (ACELA1476)

Literacy

Personal and socia capability

Examine how evalu language can be va to be more or less forceful (ACELA147

Literacy

TEXT STRUCTURE AND ORGANISATION

Understand how different types of te vary in use of langu

choices, depending
their purpose and
context (for examp
tense and types of
sentences) (ACELA1

Literacy

Understand that
paragraphs are a k
organisational featu
written texts
(ACELA1479)

Literacy

Know that word
contractions are a
feature of informal
language and that
apostrophes of
contraction are use
signal missing lette
(ACELA1480)

Literacy

Identify the feature
online texts that
enhance navigatior
(ACELA1790)

Literacy

Information and Communication Techr (ICT) capability

Critical and creativ thinking

EXPRESSING AND DEVELOPING IDEAS

Understand that a c is a unit of gramma usually containing a subject and a verb that these need to agreement (ACELA1

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 techni
for example shot si
vertical camera ang
and layout in pictur
books, advertiseme
and film segments
(ACELA1483)

Literacy

Numeracy

Critical and creativ
thinking

Learn extended and
technical vocabular
ways of expressing
opinion including m
verbs and adverbs
(ACELA1484)

Literacy

PHONICS AND WORD KNOWLEDGE

Understand how to
knowledge of phon
grapheme (sound–l
relationships, syllab
and blending and
segmenting to fluer

read and write multisyllabic words more complex lette patterns (AC9E3LY(

Literacy

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

Literacy

Use phoneme–grap (sound–letter) relationships and le common letter patt to spell words (AC9E3LY11)

Literacy

Recognise and kno to write most high-

frequency words including some homophones (AC9E3LY12)

Literacy

Year 3 Achieven

Handwriting behavi
the writing assessm
Handwriting Contin
monitoring of stude
Handwriting Contin
of this website. Tea

Reading and View

At Standard, studer
structures dependi
features, images ar
texts that contain v
and images that pr
to fluently read mo
connecting ideas in
events in texts that

Writing and Creat

Students understar

They understand ho
topics. Students cre
texts include writin
experiences, event
understanding of gr
the purpose and co
relationships includ
spell words accurat
appropriate vocabu

Speaking and Lis

Students listen to o
They understand ho
Students understar
topics. They create
contribute actively
useful feedback an

The English curriculum is built around the three interrelated str
programs should balance and integrate all three strands. Toget
understanding and skills in listening, reading, viewing, speaking
skills and processes developed in earlier years, and teachers w

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

Students engage with a variety of texts for enjoyment. They list

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 tha
conventions, as well as illustrations and diagrams that support

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

Teaching
Assessing
Policy
Resources

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