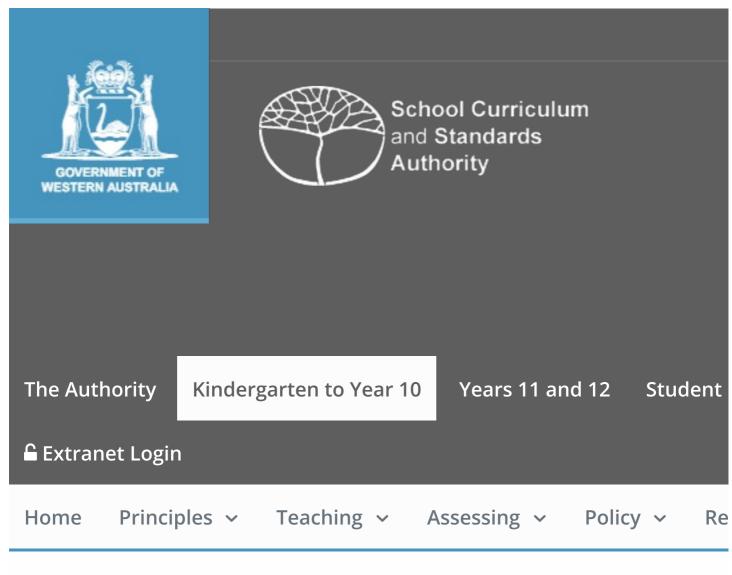
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Year 4 SyllabusTest

Download Curriculum as PDF

Year Level Description

Overview



Year 4 Syllak

Year Level Descri

The English curricul literature and litera integrate all three s knowledge, understand creating. Learn in earlier years, and

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

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

Rationale

Aims

Content Structure

English across Pre-primary to Year 12

Achievement Standards

Student Diversity

Ways of Teaching

Ways of Assessing

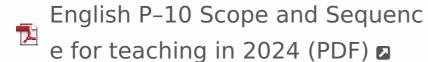
General capabilities

Cross-curriculum Priorities

Links to other learning areas

Implications for teaching, assessme nt and reporting

Glossary



English P-10 Scope and Sequenc e for teaching in 2024 (DOC)

ABLEWA English Scope and Sequence

ABLEWA English Scope and Sequence (PDF)

EAL/D English Pre-primary to Yea



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 conteinterest and topics complex language to vocabulary, a signification to be decoded phor illustrations and dia

Students create a r including narratives expositions.

Language

LANGUAGE VARIATION CHANGE

Understand that
Standard Australiar
English is one of massocial dialects used
Australia, and that
it originated in English has been influenced
many other language
(ACELA1487)

■ Literacy

(5) Intercultural

capability

Critical and creative thinking

Personal and social capability

□ Ethical understanding

□ Intercultural understanding

understanding

LANGUAGE FOR INTERA

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

(ACELA1488)

■ Literacy

Personal and social capability

Understand differer between the langua opinion and feeling the language of fac reporting or recordi (ACELA1489)

Literacy

TEXT STRUCTURE AND

ORGANISATION

Understand how text vary in complexity technicality depend on the approach to topic, the purpose at the intended audien (ACELA1490)

■ Literacy

Understand how texare made cohesive through the use of linking devices, inclupronoun reference text connectives (ACELA1491)

■ Literacy

Recognise how quo marks are used in t to signal dialogue, the 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 Techr (ICT) capability

Critical and creative thinking

EXPRESSING AND DEVELOPING IDEAS

Understand that the meaning of sentend can be enriched throthe use of noun groups/phrases and groups/phrases and prepositional phrases (ACELA1493)

■ Literacy

Investigate how que (direct) and reporte (indirect) speech we

different types of te (ACELA1494)

■ Literacy

Critical and creative thinking

Understand how ad groups/phrases and prepositional phras work in different was provide circumstan details about an action (ACELA1495)

■ Literacy

Explore the effect c choices when frami image, placement c elements in the image and salience on composition of still moving images in a range of types of te (ACELA1496)

■ Literacy

Critical and creative thinking

Incorporate new vocabulary from a rof sources into stuctown texts including vocabulary encount in research (ACELA)

■ Literacy

PHONICS AND WORD KNOWLEDGE

Understand how to and apply phonolog and morphological knowledge to read write multisyllabic with more complex combinations, inclua variety of vowel sounds and known prefixes and suffixe (AC9E4LY09)

■ Literacy

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

morphological worc families, common prefixes and suffixe and word origins, to more complex worc (AC9E4LY10)

■ Literacy

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

■ Literacy

Year 4 Achieven

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

Reading and Viev

At Standard, studer depending on purporand vocabulary are and implied meanir for particular types texts that include v multisyllabic words

Writing and Crea

They understand ho create texts that sh extend key ideas. S audiences. They de range of resources improve meaning.

Speaking and Lis

Students listen for a to create coherence express an opinion understanding of he create structured to presentations and a language according

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 perfetheir 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 that 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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Assessing
<u>Policy</u> <u>Resources</u>
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