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Year 4 SyllabusTest

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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

Literature

LITERATURE AND CONTEXT

Make connections


Literacy

TEXTS IN CONTEXT

Identify and explain

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


 Literacy

 Intercultural understanding

LANGUAGE FOR INTERACTION


Understand that social 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

between the ways different authors may represent similar storylines, ideas and relationships [\(ACELT1602\)](#)


 Literacy

 Critical and creative thinking

RESPONDING TO LITERATURE

Discuss literary experiences with others, sharing responses and expressing a point of view [\(ACELT1603\)](#)

 Literacy

 Personal and social capability

 Ethical understanding


Use metalanguage to describe the effects of ideas, text structures and language features of literary texts [\(ACELT1604\)](#)

 Literacy

EXAMINING LITERATURE

language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts [\(ACELY1686\)](#)


 Literacy

 Critical and creative thinking

INTERACTING WITH OTHERS

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information [\(ACELY1687\)](#)

 Literacy

 Critical and creative thinking

Use interaction skills such as acknowledging another's point of view and linking students'

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

[\(ACELA1489\)](#)

 Literacy

TEXT STRUCTURE AND ORGANISATION

Understand how texts vary in complexity and technicality depending on the approach to the 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


Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension [\(ACELT1605\)](#)

 Literacy

 Personal and social capability

Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns [\(ACELT1606\)](#)

 Literacy

 Critical and creative thinking


CREATING LITERATURE

Create literary texts that explore students' own

response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently

[\(ACELY1688\)](#)


 Literacy


 Personal and social capability

Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences

[\(ACELY1689\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

INTERPRETING, ANALYSING, EVALUATING

Identify characteristic

marks are used in texts to signal dialogue, titles 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 Technology (ICT) capability

 Critical and creative thinking

EXPRESSING AND DEVELOPING IDEAS


Understand that the meaning of sentences can be enriched through the use of noun


groups/phrases and verb groups/phrases and prepositional phrases

[\(ACELA1493\)](#)

experiences and imagining [\(ACELT1607\)](#)

 Literacy


 Critical and creative thinking

 Personal and social capability

Create literary texts by developing storylines, characters and settings


[\(ACELT1794\)](#)

 Literacy

 Critical and creative thinking

features used in imaginative, informative and persuasive texts to meet the purpose of the text [\(ACELY1690\)](#)


 Literacy

 Critical and creative thinking

Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing

[\(ACELY1691\)](#)

 Literacy


 Critical and creative thinking

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating

Literacy

Investigate how quoted (direct) and reported (indirect) speech work in different types of text
[\(ACELA1494\)](#)

Literacy

 Critical and creative thinking


Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity
[\(ACELA1495\)](#)

Literacy

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

and linking ideas and analysing and evaluating texts [\(ACELY1692\)](#)


Literacy

 Critical and creative thinking

CREATING TEXTS

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features
[\(ACELY1694\)](#)

Literacy

 Critical and creative thinking

Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and

☰ Literacy

⚙️ Critical and creative thinking

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research [\(ACELA1498\)](#)

☰ Literacy

PHONICS AND WORD KNOWLEDGE

Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words [\(ACELA1779\)](#)

☰ Literacy

Read and write a large core of high frequency words including

structure [\(ACELY1695\)](#)

☰ Literacy

⚙️ Critical and creative thinking

Write using clearly-formed joined letters, and develop increased fluency and automaticity [\(ACELY1696\)](#)

☰ Literacy

Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements [\(ACELY1697\)](#)

☰ Literacy

👤 Information and Communication Technology (ICT) capability

⚙️ Critical and creative thinking

homophones and know
how to use context to
identify correct spelling

[\(ACELA1780\)](#)

📖 Literacy

Understand how to use
phonic knowledge to read
and write multisyllabic
words with more complex
letter combinations,
including a variety of
vowel sounds and known
prefixes and suffixes

[\(ACELA1828\)](#)

📖 Literacy

Year 4 Achievement Standard

A resource is currently being developed to support teachers to monitor students' handwriting behaviours.

Reading and Viewing

At Standard, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others' viewpoints. They fluently read texts that include varied

sentence structures and unfamiliar vocabulary, including multisyllabic words.

Writing and Creating

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Speaking and Listening

Students listen for and share key points in discussions. They use language features to create coherence and add detail to their texts. Students understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.

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