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

Year 4 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
vocabulary, a signif
to be decoded phor
illustrations and dia

Students create a r
including narratives
expositions.

Language

LANGUAGE VARIATION CHANGE

Understand that Standard Australian English is one of ma social dialects used Australia, and that it originated in Engl has been influence many other langua (ACELA1487)

Literacy

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 t 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 socia capability

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

Literacy

TEXT STRUCTURE AND

ORGANISATION

Understand how tex
vary in complexity
technicality depend
on the approach to
topic, the purpose a
the intended audier
(ACELA1490)

Literacy

Understand how tex
are made cohesive
through the use of
linking devices, incl
pronoun reference
text connectives
(ACELA1491)

Literacy

Recognise how quo
marks are used in t
to signal dialogue, t
and quoted (direct)
speech (ACELA149

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 groups/phrases and prepositional phrases (ACELA1493)

Literacy

Investigate how quotes (direct) and reported (indirect) speech work

different types of te
(ACELA1494)

Literacy

Critical and creativ
thinking

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

Literacy

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

Literacy

Critical and creativ
thinking

Incorporate new vocabulary from a r of sources into stud own 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 w with more complex combinations, inclu a variety of vowel sounds and known prefixes and suffixe (AC9E4LY09)

Literacy

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

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

Literacy

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

Literacy

Year 4 Achieven

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

Reading and View

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

Writing and Crea

Students use langu
They understand h
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 h
create structured te
presentations and c
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 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 4
that extend over several pages and involve unusual happenings
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.

Principles
Teaching
Assessing
Policy
Resources

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