


The Australian Curriculum

Subjects	English
Year levels	Year 3

Year 3 Content Descriptions

Language

Language variation and change

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning ([ACELA1475 - Scootle](#) )




Elaborations

learning that a word or sign can carry different weight in different cultural contexts, for example that particular respect is due to some people and creatures and that stories can be passed on to teach us how to live appropriately



Language for interaction


Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations ([ACELA1476 - Scootle](#) )



Elaborations

identifying roles and collaborative patterns in students' own groups and pair work (for example initiating a topic, changing a topic through negotiation, affirming other speakers and building on their comments, asking relevant questions, providing useful feedback, prompting and checking individual and group understanding)

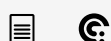


Examine how [evaluative language](#) can be varied to be more or less forceful ([ACELA1477 - Scootle](#) )

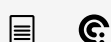


Elaborations


exploring how modal verbs, for example 'must', 'might', or 'could' indicate degrees of probability or obligation



distinguishing how choice of adverbs, nouns and verbs present different evaluations of characters in texts



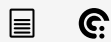
Text structure and organisation


Understand how different [types of texts](#) vary in use of language choices, depending on their purpose and [context](#) (for example, [tense](#) and types of sentences) ([ACELA1478 - Scootle](#) )



Elaborations

becoming familiar with typical structural stages and language features of various types of text, for example narratives, procedures, reports, reviews and expositions

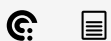



Understand that paragraphs are a key organisational feature of written texts ([ACELA1479 - Scootle](#) )



Elaborations

noticing how longer texts are organised into paragraphs, each beginning with a topic sentence/paragraph opener which predicts how the paragraph will develop and is then elaborated in various ways

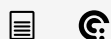



Know that [word](#) contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters ([ACELA1480 - Scootle](#) )



Elaborations

recognising both grammatically accurate and inaccurate usage of the apostrophe in everyday texts such as signs in the community and newspaper advertisements

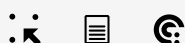


Identify the features of online texts that enhance navigation ([ACELA1790 - Scootle](#) )




Elaborations

becoming familiar with the typical features of online texts, for example navigation bars and buttons, hyperlinks and sitemaps




Expressing and developing ideas

Understand that a **clause** is a unit of **grammar** usually containing a **subject** and a **verb** and that these need to be in agreement ([ACELA1481 - Scootle](#) )


 **W L S R**


Elaborations

knowing that a clause is basically a group of words that contains a verb

knowing that, in terms of meaning, a basic clause represents: what is happening; what state is being described; who or what is involved; and the surrounding circumstances



 

Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through **tense** ([ACELA1482 - Scootle](#) )



 **W L S R**

Elaborations



identifying different types of verbs and the way they add meaning to a sentence



exploring 'doing' and 'saying' verbs in narrative texts to show how they give information about what characters do and say



exploring the use of sensing verbs and how they allow readers to know what characters think and feel


 

exploring the use of relating verbs in constructing definitions and descriptions

learning how time is represented through the tense of a verb, for example 'She arrived', 'She is arriving' and adverbials of time, for example 'She arrived yesterday', 'She is arriving in the morning'

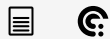
 

Identify the effect on audiences of techniques, for example shot size, vertical **camera angle** and **layout** in picture books, advertisements and film segments ([ACELA1483 - Scootle](#) )

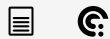
   **R**


Elaborations

noting how the relationship between characters can be depicted in illustrations through: the positioning of the characters (for example facing each other or facing away from each other); the distance between them; the relative size; one character looking up (or down) at the other (power relationships); facial expressions and body gesture



observing how images construct a relationship with the viewer through such strategies as: direct gaze into the viewer's eyes, inviting involvement and how close ups are more engaging than distanced images, which can suggest alienation or loneliness



Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs ([ACELA1484 - Scootle](#) )




Elaborations

exploring examples of language which demonstrate a range of feelings and positions, and building a vocabulary to express judgments about characters or events, acknowledging that language and judgments might differ depending on the cultural context



Phonics and word knowledge

Understand how to use letter-sound relationships and less common letter patterns to spell words ([ACELA1485 - Scootle](#) )



Elaborations

using sound and visual spelling strategies to explore less common letter patterns after a short vowel, for example words that end in 'dge' such as 'badge', 'edge', 'fridge', 'dodge' and 'smudge'



using sound and visual spelling strategies to spell words with three-letter blends, for example 'str-ip'



Recognise and know how to **write** most high frequency words including some homophones ([ACELA1486 - Scootle](#) )



Elaborations

drawing on meaning and context to spell single-syllable homophones, for example 'break' or 'brake'

and 'ate' or 'eight'



Understand how to apply knowledge of letter-sound relationships, syllables, and [blending](#) and [segmenting](#) to fluently [read](#) and [write](#) multisyllabic words with more complex letter patterns ([ACELA1826 - Scootle](#) [↗](#))



W R

Elaborations

reading and writing more complex words with consonant digraphs and consonant blends, for example 'shrinking', 'against' and 'rocket'



reading and writing consonant digraphs representing different sounds, for example 'machine', 'change' and 'school'



Know how to use common prefixes and suffixes, and generalisations for adding a [suffix](#) to a base [word](#) ([ACELA1827 - Scootle](#) [↗](#))



W R

Elaborations

exploring generalisations for adding a suffix to a base word to form a plural or past tense, for example to make a word plural when it ends in 'ss', 'sh', 'ch' or 'z', add 'es'



Literature

Literature and context

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons ([ACELT1594 - Scootle](#) [↗](#))



L

S

R

Elaborations


reading texts in which Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students' own lives, noting similarities



exploring the ways that the same story can be told in many cultures, identifying variations in the storyline and in music (for example 'The Ramayana' story which is told to children in India, Indonesia, Thailand, Cambodia, Burma, Laos, Tibet and Malaysia)



Responding to literature

Draw connections between personal experiences and the worlds of texts, and share responses with others ([ACELT1596 - Scootle](#) )

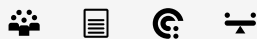


Elaborations

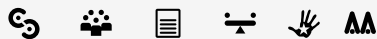
discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text



exploring texts that highlight issues and problems in making moral decisions and discussing these with others



drawing on literature from Aboriginal, Torres Strait Islander or Asian cultures, to explore commonalities of experience and ideas as well as recognising difference in lifestyle and world view



Develop criteria for establishing personal preferences for literature ([ACELT1598 - Scootle](#) )



Elaborations


building a conscious understanding of preference regarding topics and genres of personal interest (for example humorous short stories, school and family stories, mysteries, fantasy and quest, series books)



selecting and discussing favourite texts and explaining their reasons for assigning greater or lesser merit to particular texts or types of texts



Examining literature

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative ([ACELT1599 - Scootle](#) )




Elaborations

identifying and discussing the use of descriptive adjectives ('in the middle of a vast, bare plain') to establish setting and atmosphere ('the castle loomed dark and forbidding') and to draw readers into events that follow



discussing the language used to describe the traits of characters in stories, their actions and motivations: 'Claire was so lonely; she desperately wanted a pet and she was afraid she would do anything, just anything, to have one to care for'



Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose ([ACELT1600 - Scootle](#) )

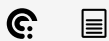


Elaborations


identifying the effect of imagery in texts, for example the use of imagery related to nature in haiku poems



exploring how rhythm, onomatopoeia and alliteration give momentum to poetry and prose read aloud, and enhance enjoyment



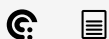
Creating literature

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle ([ACELT1601 - Scootle](#) )

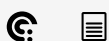



Elaborations

drawing on literary texts read, viewed and listened to for inspiration and ideas, appropriating language to create mood and characterisation



innovating on texts read, viewed and listened to by changing the point of view, revising an ending or creating a sequel



Create texts that adapt **language features** and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue ([ACELT1791 - Scootle](#) 



Elaborations

creating visual and multimodal texts based on Aboriginal and Torres Strait Islander or Asian literature, applying one or more visual elements to convey the intent of the original text



creating multimodal texts that combine visual images, sound effects, music and voice overs to convey settings and events in a fantasy world



Literacy

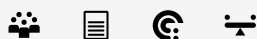
Texts in context

Identify the point of **view** in a **text** and suggest alternative points of **view** ([ACELY1675 - Scootle](#) 

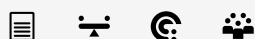


Elaborations

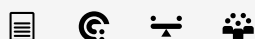
discussing how a text presents the point of view of the main character, and speculating on what other characters might think or feel



recognising that there is more than one way of looking at the same event and that stories seen through the eyes of one character privileges some aspects of the story over others



speculating about what other characters might think or feel and retelling the story from other perspectives (for example 'Cinderella' from the view of the 'Ugly Sisters')



Interacting with others

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations ([ACELY1676 - Scootle](#) 



Elaborations

participating in collaborative discussions, building on and connecting ideas and opinions expressed by others, and checking students' own understanding against group views



Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume ([ACELY1792 - Scootle](#))



Elaborations

participating in pair, group and class speaking and listening situations, including informal conversations, class discussions and presentations



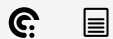
listening actively including listening for specific information, recognising the value of others' contributions and responding through comments, recounts and summaries of information



learning the specific speaking or listening skills of different group roles, for example group leader, note taker and reporter



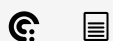
acquiring new vocabulary in all curriculum areas through listening, reading, viewing and discussion and using this vocabulary in specific ways such as describing people, places, things and processes



using language appropriately in different situations such as making a request of a teacher, explaining a procedure to a classmate, engaging in a game with friends



experimenting with voice effects in formal presentations such as tone, volume and pace



Plan and deliver short presentations, providing some key details in logical sequence

([ACELY1677 - Scootle](#))




Elaborations

drawing on relevant research into a topic to prepare an oral or multimodal presentation, using devices such as storyboards to plan the sequence of ideas and information



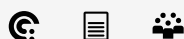
Interpreting, analysing, evaluating


Identify the audience and purpose of imaginative, informative and persuasive texts ([ACELY1678 - Scootle](#) )



Elaborations

identifying the author's point of view on a topic and key words and images that seem intended to persuade listeners, viewers or readers to agree with the view presented

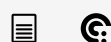


Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting ([ACELY1679 - Scootle](#) )

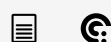


Elaborations

combining different types of knowledge (for example word knowledge, vocabulary, grammar, phonics) to make decisions about unknown words, reading on, reviewing and summarising meaning



analysing the way illustrations help to construct meaning and interpreting different types of illustrations and graphics



reading text types from a student's culture to enhance confidence in building reading strategies




reading aloud with fluency and intonation



reading a wider range of texts, including chapter books and informative texts, for pleasure



Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features ([ACELY1680 - Scootle](#) )

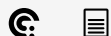


Elaborations

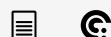
making connections between the text and students own experience and other texts



making connections between the information in print and images



making predictions and asking and answering questions about the text drawing on knowledge of the topic, subject-specific vocabulary and experience of texts on the same topic



using text features and search tools to locate information in written and digital texts efficiently




determining important ideas, events or details in texts commenting on things learned or questions raised by reading, referring explicitly to the text for verification



making considered inferences taking into account topic knowledge or a character's likely actions and feelings



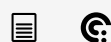
Creating texts

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over [text structures](#) and [language features](#) and selecting print, and multimodal elements appropriate to the [audience](#) and purpose ([ACELY1682 - Scootle](#) )

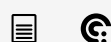


Elaborations

using print and digital resources to gather information about a topic



selecting appropriate text structure for a writing purpose and sequencing content for clarity and audience impact



using appropriate simple, compound and complex sentences to express and combine ideas



using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas



Re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation

(ACELY1683 - Scootle [↗](#))



Elaborations

using glossaries, print and digital dictionaries and spell check to edit spelling, realising that spell check accuracy depends on understanding the word function, for example there/their; rain/reign



Write using joined letters that are clearly formed and consistent in size (ACELY1684 - Scootle [↗](#))



Elaborations

practising how to join letters to construct a fluent handwriting style

Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685 - Scootle [↗](#))



Elaborations

using features of relevant technologies to plan, sequence, compose and edit multimodal texts

