

The Australian Curriculum

Subjects	English
Year levels	Year 4

Year 4 Content Descriptions

Language

Language variation and change

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 - Scootle](#) [↗](#))

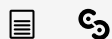


Elaborations

identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander languages, and determining if the original meaning is reflected in English usage, for example 'kangaroo', 'tsunami', 'typhoon', 'amok', 'orang-utan'



identifying commonly used words derived from other cultures



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 - Scootle](#) [↗](#))

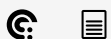


Elaborations

recognising that we can use language differently with our friends and families, but that Standard Australian English is typically used in written school texts and more formal contexts



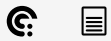
recognising that language is adjusted in different contexts, for example in degree of formality when moving between group discussions and presenting a group report




understanding how age, status, expertise and familiarity influence the ways in which we interact with people and how these codes and conventions vary across cultures



recognising the importance of using inclusive language



Understand differences between the language of opinion and feeling and the language of factual reporting or recording ([ACELA1489 - Scootle](#) )




Elaborations

identifying ways thinking verbs are used to express opinion, for example 'I think', 'I believe', and ways summary verbs are used to report findings, for example 'we concluded'



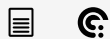
Text structure and organisation


Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience ([ACELA1490 - Scootle](#) )



Elaborations

becoming familiar with the typical stages and language features of such text types as: simple narrative, procedure, simple persuasion texts and information reports

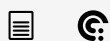


Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ([ACELA1491 - Scootle](#) )

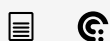


Elaborations

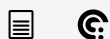
knowing how authors construct texts that are cohesive and coherent through the use of: pronouns that link to something previously mentioned; determiners (for example 'this', 'that', 'these', 'those', 'the',); text connectives that create links between sentences (for example 'however', 'therefore', 'nevertheless', 'in addition', 'by contrast', 'in summary')



identifying how participants are tracked through a text by, for example, using pronouns to refer back to noun groups/phrases



describing how text connectives link sections of a text providing sequences through time, for example 'firstly', 'then', 'next', and 'finally'



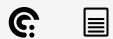
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech

(ACELA1492 - Scootle [↗](#))

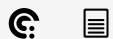


Elaborations

exploring texts to identify the use of quotation marks



experimenting with the use of quotation marks in students' own writing



Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793 - Scootle [↗](#))



Elaborations

participating in online searches for information using navigation tools and discussing similarities and differences between print and digital information



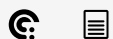
Expressing and developing ideas

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493 - Scootle [↗](#))



Elaborations

creating richer, more specific descriptions through the use of noun groups/phrases (for example, in narrative texts, 'their very old Siamese cat'; in reports, 'its extremely high mountain ranges')




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



Elaborations

investigating examples of quoted (direct) speech ('He said, "I'll go to the park today"') and reported (indirect) speech ('He told me he was going to the park today') and comparing similarities and differences




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

 **W L S R**

Elaborations

investigating in texts how adverb group/phrases and prepositional phrases can provide details of the circumstances surrounding a happening or state (for example, 'At midnight (time) he rose slowly (manner) from the chair (place) and went upstairs (place)')


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 - Scootle](#) )

  **R**

Elaborations

examining visual and multimodal texts, building a vocabulary to describe visual elements and techniques such as framing, composition and visual point of view and beginning to understand how these choices impact on viewer response

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


 **W L S R**

Elaborations

building etymological knowledge about word origins (for example 'thermometer') and building vocabulary from research about technical and subject specific topics



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 - Scootle](#) )

 **W R**

Elaborations

applying generalisations for adding affixes, for example 'hope' and 'hoping', 'begin' and 'beginning', 'country' and 'countries'



building morphemic word families and exploring word origins, for example the prefix 'nat' means source, birth or tribe in 'nature', 'natural' and 'native'




building morphemic word families and exploring word origins, for example 'tricycle', 'triangle' and 'triple'



using knowledge of common prefixes and suffixes to spell words and explore their meaning, for example 'friendly', 'calmly' and 'cleverly' and 'misfortune'

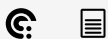



Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling ([ACELA1780 - Scootle](#) )



Elaborations

using meaning and context to determine the spelling of homophones, for example 'there' and 'their'; 'no' and 'know'



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 - Scootle](#) )



Elaborations

using phonic generalisations to read and write multisyllabic words with more complex letter combinations, for example 'straightaway' and 'thoughtful'



recognising unstressed vowels in multisyllabic words and how these vowel sounds are written, for example 'builder' and 'animal'




using knowledge of sounds and visual patterns to read and write more complex letter combinations that have multiple representations in writing, for example 'boy' and 'boil', 'howl' and 'foul', 'taught' and 'saw'



Literature

Literature and context

Make connections between the ways different authors may represent similar storylines, ideas and relationships ([ACELT1602 - Scootle](#) )



Elaborations


commenting on how authors have established setting and period in different cultures and times and the relevance of characters, actions and beliefs to their own time



comparing different authors' treatment of similar themes and text patterns, for example comparing fables and allegories from different cultures and quest novels by different authors



Responding to literature

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

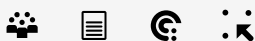


Elaborations

sharing and discussing students' own and others' understanding of the effects of particular literary techniques on their appreciation of texts



drawing comparisons between multiple texts and students' own experiences. Commenting orally, in written form and in digital reviews on aspects such as: 'Do I recognise this in my own world?'; 'How is this text similar to or different from other texts I've read?'; 'How common is it to human experience in the real world?'; 'What new ideas does it bring?'; 'How do they fit with what I believe?'



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



Elaborations

examining the author's description of a character's appearance, behaviour and speech and noting

how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her



sharing views using appropriate metalanguage (for example 'The use of the adjectives in describing the character really helps to create images for the reader')



Examining literature

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 - Scootle](#))



Elaborations

examining the author's description of a character's appearance, behaviour and speech and noting how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her



identifying pivotal points in the plot where characters are faced with choices and commenting on how the author makes us care about their decisions and consequences

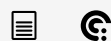


Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns ([ACELT1606 - Scootle](#))

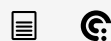


Elaborations

defining spoonerisms, neologisms and puns and exploring how they are used by authors to create a sense of freshness, originality and playfulness



discussing poetic language, including unusual adjectival use and how it engages us emotionally and brings to life the poet's subject matter, for example 'He grasps the crag with crooked hands' (Alfred, Lord Tennyson); 'Wee ... tim'rous beastie' (Robert Burns)



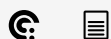
Creating literature

Create literary texts that explore students' own experiences and imagining ([ACELT1607 - Scootle](#) )



Elaborations

drawing upon literary texts students have encountered and experimenting with changing particular aspects, for example the time or place of the setting, adding characters or changing their personalities, or offering an alternative point of view on key ideas



Create literary texts by developing storylines, characters and settings ([ACELT1794 - Scootle](#) )




Elaborations

collaboratively plan, compose, sequence and prepare a literary text along a familiar storyline, using film, sound and images to convey setting, characters and points of drama in the plot



Literacy

Texts in context

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




Elaborations

viewing documentaries and news footage from different periods, comparing the style of presentation, including costumes and iconography with contemporary texts on similar topics and tracking changing views on issues, for example war, race, gender



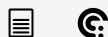
Interacting with others

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 - Scootle](#) )

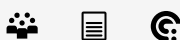


Elaborations

making notes about a task, asking questions to clarify or follow up information, and seeking assistance if required



discussing levels of language — slang, colloquial (everyday) and formal language — and how their appropriateness changes with the situation and audience. Presenting ideas and opinions at levels of formality appropriate to the context and audience

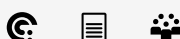


Use interaction skills such as acknowledging another's point of [view](#) and linking students' response to the topic, using familiar and new vocabulary and a range of [vocal effects](#) such as tone, pace, pitch and volume to [speak](#) clearly and coherently ([ACELY1688 - Scootle](#) [↗](#))



Elaborations

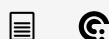
participating in pair, group, class and school speaking and listening situations, including informal conversations, class discussions and presentations



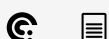
developing appropriate speaking and listening behaviours including acknowledging and extending others' contributions, presenting ideas and opinions clearly and coherently



choosing a variety of appropriate words and prepositional phrases, including descriptive words and some technical vocabulary, to communicate meaning accurately



exploring the effects of changing voice tone, volume, pitch and pace in formal and informal contexts

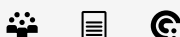


Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences ([ACELY1689 - Scootle](#) [↗](#))



Elaborations

reporting on a topic in an organised manner, providing relevant facts and descriptive detail to enhance audience understanding, and beginning to refer to reliable sources to support claims



Interpreting, analysing, evaluating

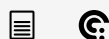
Identify characteristic features used in imaginative, informative and persuasive texts to meet the

purpose of the [text \(ACELY1690 - Scootle !\[\]\(c507f772dba2b921f86777f01218e570_img.jpg\)](#))



Elaborations

describing the language which authors use to create imaginary worlds; how textual features such as headings, subheadings, bold type and graphic organisers are used to order and present information, and how visual codes are used, for example those used in advertising to represent children and families so that viewers identify with them

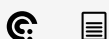


Read different [types of texts](#) by combining contextual , semantic, grammatical and [phonic](#) knowledge using [text](#) processing strategies for example monitoring meaning, cross checking and reviewing ([ACELY1691 - Scootle !\[\]\(e474458956c9a37fbf9586ddb60a7fa1_img.jpg\)](#))



Elaborations

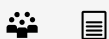
reading new and different kinds of texts with the use of established word identification strategies, including knowledge of the topic and of text type together with self monitoring strategies; including rereading, self questioning and pausing, and including self correction strategies such confirming and cross-checking



reading aloud with fluency and expression



reading a wide range of different types of texts for pleasure

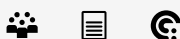


Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ([ACELY1692 - Scootle !\[\]\(b64b40baaee5acddc1eab8538ba84754_img.jpg\)](#))

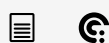


Elaborations

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



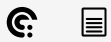
making connections between information in print and images



building and using prior knowledge and vocabulary



finding specific literal information

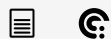


asking and answering questions



creating mental images

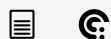
finding the main idea of a text



inferring meaning from the ways communication occurs in digital environments including the interplay between words, images, and sounds



bringing subject and technical vocabulary and concept knowledge to new reading tasks, selecting and using texts for their pertinence to the task and the accuracy of their information



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 - Scootle [↗](#))

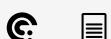


Elaborations

using research from print and digital resources to gather ideas, integrating information from a range of sources; selecting text structure and planning how to group ideas into paragraphs to sequence content, and choosing vocabulary to suit topic and communication purpose




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



using grammatical features including different types of verb groups/phrases, noun groups/phrases, adverb groups/phrases and prepositional phrases for effective descriptions as related to purpose and context (for example, development of a character's actions or a description in a report)




Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure ([ACELY1695 - Scootle](#) )



Elaborations

revising written texts: editing for grammatical and spelling accuracy and clarity of the text, to improve the connection between ideas and the overall flow of the piece




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



Elaborations

using handwriting fluency with speed for a wide range of tasks

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 - Scootle](#) )



Elaborations

identifying and selecting appropriate software programs for constructing text

