

Australian Curriculum Version 9: English

Year 3 — Year level plan

The [P–12 Curriculum, assessment and reporting framework](#) (P–12 Framework) requires schools to document, retain, and monitor or review their three levels of planning. This year plan shows effective coverage of the [AC V9 English](#).

Sequence of units	Semester 1		Semester 2	
	Term 1- Unit 1	Term 2- Unit 2	Term 3- Unit 3	Term 4- Unit 4
Unit name	Examining imaginative texts	Examining informative texts	Exploring language to express opinions	Completing a novel study
Unit description	<p>Students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text.</p> <p>They read, view and comprehend imaginative texts that support and extend their independence as readers, including picture books, chapter books, rhyming verse, poetry and dramatic performances.</p> <p>Through texts, students explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to enhance meaning.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to texts, and to create their own texts using imaginative texts as models.</p> <p>Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.</p> <p>For assessment, students: relate ideas and express opinions about an imaginative text.</p>	<p>Students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary.</p> <p>Students read, view and comprehend texts using phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers. They begin to evaluate texts by drawing on a developing knowledge of context, text structures and language features.</p> <p>Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information.</p> <p>Students engage in shared and independent writing and/or learning experiences to write simple paragraphs about learnt topics, spelling multisyllabic words with more complex letter patterns. They create informative texts, using visual features, appropriate layout, topic-specific vocabulary and ideas grouped in simple paragraphs.</p> <p>For assessment, students: read, view and comprehend a simple informative text create a written and multimodal informative text for an audience.</p>	<p>Students engage with a variety of fiction and non-fiction texts that provide a stimulus for constructing persuasive responses. These texts may include picture or chapter books and informative texts containing topics of interest and topics being studied in other learning areas.</p> <p>Students read, view and comprehend texts with content of increasing complexity and technicality that extends students as independent readers.</p> <p>Through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience.</p> <p>Students engage in shared and independent writing and/or learning experiences to create persuasive responses for a particular purpose and audience. They use language of evaluation and emotion such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.</p> <p>For assessment, students: create a spoken text to express a preference and opinion about a favourite activity.</p>	<p>Through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Students read, view and comprehend a selected text that describes events that extend over several pages, includes unusual happenings within a framework of familiar experiences, and includes images that extend meaning. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers.</p> <p>Students engage in shared and independent writing and/or learning experiences to create imaginative responses to the text. They use appropriate text structures to suit the purpose, paragraphs to group related ideas, and language features, including compound sentences, to add detail to their texts. Students spell multisyllabic words with more complex letter patterns.</p> <p>For assessment, students: read, view and comprehend an imaginative text create a written narrative text using ideas drawn from a familiar text.</p>

Assessment		Semester 1		Semester 2	
		Assessment task 1.1 — Speaking and listening	Assessment task 2.1 — Reading, viewing and comprehending informative texts	Assessment task 3.1 — Speaking and listening	Assessment task 4.1 — Reading, viewing and comprehending imaginative texts
Range and balance of assessment conventions ¹	Technique	Performance/Presentation	Short response	Performance/Presentation	Short response
	If other, or more than one, specify		Observed demonstration		Observed demonstration
	Mode	<input checked="" type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Multimodal	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Spoken/Signed	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed
	Conditions <i>Schools consider and identify conditions that enable equitable access for all students.</i>	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students	<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students

¹ For more information about QCAA Assessment Techniques and Conditions in Prep to Year 10, navigate to the assessment tabs for each learning area on the QCAA website <https://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas>

Assessment		Semester 1		Semester 2	
Range and balance of assessment conventions ¹	Technique		Assessment task 2.2 — Writing and creating informative texts		Assessment task 4.2 — Writing and creating imaginative texts
	Mode		Extended response		Extended response
	Conditions		<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Multimodal		<input checked="" type="checkbox"/> Written
	Schools consider and identify conditions that enable equitable access for all students.		<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students		<input type="checkbox"/> Access to resources <input type="checkbox"/> Individual task or <input type="checkbox"/> Group work Have you considered: <input type="checkbox"/> Time considerations <input type="checkbox"/> Word length <input type="checkbox"/> Accessibility for all students

Aspects of the achievement standard	Semester 1		Semester 2	
Speaking and Listening ⚙️				
interact with others, and listen to and create spoken and/or multimodal texts including stories	Monitoring strategy		Monitoring strategy	
relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts	Assessment task 1.1		Assessment task 3.1	
group, logically sequence and link ideas	Assessment task 1.1		Assessment task 3.1	
use language features including topic-specific vocabulary, and/or visual features and features of voice	Assessment task 1.1		Assessment task 3.1	
Reading and Viewing ⚙️				
read, view and comprehend texts, recognising their purpose and audience		Assessment task 2.1		Assessment task 4.1
identify literal meaning and explain inferred meaning		Assessment task 2.1		Assessment task 4.1
describe how stories are developed through characters and/or events				Assessment task 4.1
describe how texts are structured and presented		Assessment task 2.1		Assessment task 4.1
describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning		Assessment task 2.1		Assessment task 4.1
read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns		Monitoring strategy		Monitoring strategy
Writing and Creating ⚙️				
create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts		Assessment task 2.2		Assessment task 4.2
use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features		Assessment task 2.2		Assessment task 4.2
write texts using letters that are accurately formed and consistent in size		Monitoring strategy		Monitoring strategy
spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words		Monitoring strategy		Monitoring strategy

Note: Australian Curriculum V8.4 C2C resource libraries related to the teaching of reading, spelling and handwriting do not align with the Australian Curriculum V9.

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