Chapel Hill State School
English Curriculum and Assessment Overview 2024
YEAR 4

Curriculum Intent

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 Foundation 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.

Achievement Standards
Spiral Progression and Alignment
Developing the same concepts from one grade level to the next in increasing complexity and application.

YEAR 3	YEAR 4	YEAR 5
Receptive modes (listening, reading and viewing)	**Receptive modes (listening, reading and viewing)**	**Receptive modes (listening, reading and viewing)**
By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.	By the end of Year 4, 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 fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.	By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.
Productive modes (speaking, writing and creating)	**Productive modes (speaking, writing and creating)**	**Productive modes (speaking, writing and creating)**
Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.	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 make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.	Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

| Year 4	English Curriculum and Assessment Overview		Chapel Hill State School	
Term 1		**Term 2**	**Term 3**	**Term 4**
Unit 1	**Unit 2**	**Unit 6**	**Unit 5**	**Unit 4**
Investigating Author's Language in a Familiar Narrative Students read a narrative and examine and analyse the language features and techniques used by the author.	**Examining Humour in Poetry** Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.	**Examining Persuasion in Advertisements and Product Packaging** Students understand how to recognise and analyse characteristic ideas, and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal.	**Exploring Recounts Set in the Past** Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives.	**Exploring a Quest Novel** Students read and analyse a quest novel. Throughout the unit, students are monitored as they blog to post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel.
Assessment				
A New Chapter *Imaginative Response - Written* Students create an imaginative new chapter for a familiar narrative. * Includes Diagnostic Pre-Test	**Reading Comprehension** **Interpret and Evaluate a Humorous Poem** *Exam/test* Students interpret and evaluate a humorous poem for its characteristic features. **Oral Presentation – Recite a Poem and/or** Opportunities across the semester for presentational style speaking including ERPs	**Reading and Viewing Comprehension** *Short answer questions* Students identify and interpret the persuasive language features and visual elements of the product's packaging **Written Presentation** *Persuasive response – Written* Students write a persuasive speech to promote their cereal. * Includes Diagnostic Pre-Test (Linked to U2 Media Arts and opportunity for presentational style speaking)	**Comprehending Historical Recounts** *Test - Written* Students read historical recounts, answer comprehension questions and identify language features used to engage the audience. **Oral Script and Presentation** *Historical Recount - Written* Students write and deliver a spoken recount in role as a character from the time of the First Fleet * Includes Diagnostic Pre-Test (Linked to U3 Drama and U1 HASS)	**Written Response** *Informative Response – Written* Students explain how the author of a quest novel represents the main character in an important event. * Includes Diagnostic Pre-Test
Achievement Standard – Elements Assessed				
Receptive modes (listening, reading and viewing) By the end of Year 4, 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 fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions. **Productive modes (speaking, 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. 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Achievement Standard for Year 4 English

Review for balance and coverage of the achievement standard

Aspects of the Year 4 English achievement standard	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
understand that texts have different text structures depending on purpose and context		✓		✓		✓
explain how language features, images and vocabulary are used to engage the interest of audiences		✓		✓	✓	✓
describe literal and implied meaning connecting ideas in different texts		✓		✓	✓	✓
fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words						
express preferences for particular types of texts, and respond to others' viewpoints		✓		✓		✓
listen for and share key points in discussions						
use language features to create coherence and add detail to their texts	✓		✓	✓	✓	
understand how to express an opinion based on information in a text				✓		
create texts that show understanding of how images and detail can be used to extend key ideas	✓			✓		
create structured texts to explain ideas for different audiences	✓		✓	✓	✓	
make presentations and contribute actively to class and group discussions, varying language according to context			✓	✓		
demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning	✓		✓	✓	✓	

Content descriptions for Year 4 English
Review for balance and coverage of content descriptions

Language	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
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)			✓	✓		
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)			✓		✓	✓
Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)				✓	✓	✓
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)	✓	✓	✓	✓	✓	✓
Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	✓		✓	✓	✓	
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	✓		✓		✓	
Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)						✓
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)	✓		✓	✓	✓	✓
Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)			✓	✓		
Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	✓		✓	✓	✓	
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)	✓					✓
Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)		✓	✓			
Phonic 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)	✓	✓	✓	✓	✓	✓
Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)	✓	✓	✓	✓	✓	✓
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)	✓	✓	✓	✓	✓	✓

Literature	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Literature and context						
Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)			✓	✓	✓	✓
Responding to literature						
Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)		✓	✓		✓	✓
Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	✓	✓	✓	✓	✓	✓
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)	✓		✓	✓	✓	
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)		✓				
Creating literature						
Create literary texts that explore students' own experiences and imagining (ACELT1607)		✓		✓		✓
Create literary texts by developing storylines, characters and settings (ACELT1794)	✓		✓			

Literacy	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
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)				✓		✓
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)		✓		✓		✓
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)		✓		✓		✓
Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)					✓	✓
Interpreting, analysing, evaluating						
Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)		✓	✓	✓	✓	✓
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)			✓	✓		
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	✓	✓	✓	✓	✓	✓
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)	✓		✓	✓	✓	✓
Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	✓		✓		✓	✓
Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)	✓	✓	✓	✓	✓	✓
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)			✓			✓

The Three Dimensions of the Australian Curriculum

The three-dimensional design of the Foundation – Year 10 Australian Curriculum recognises the importance of disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities.
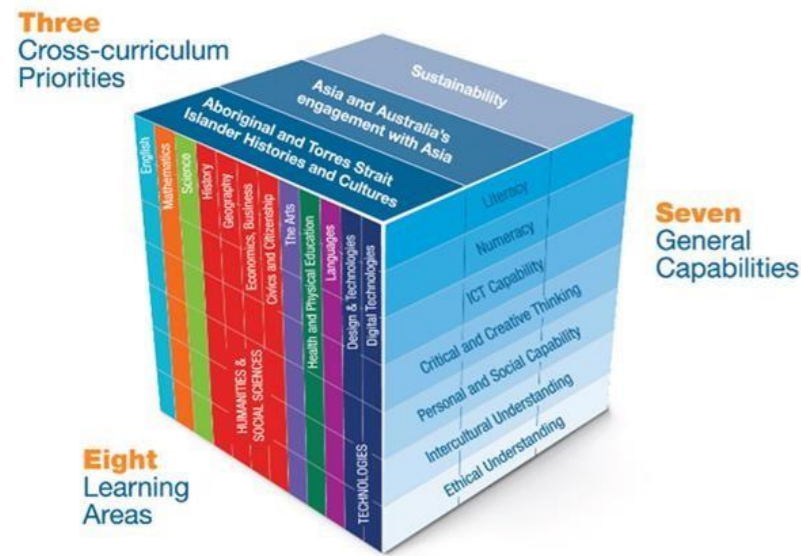
The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. In the Australian Curriculum, the general capabilities are addressed through the content of the learning areas.

Literacy
Numeracy
ICT Capability
Critical and Creative Thinking
Personal and Social Capability
Intercultural Understanding
Ethical Understanding

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of individuals and Australia as a whole. In the Australian Curriculum, these have become priorities that give students the tools and language to engage with and better understand their world at a range of levels. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas.

Cross-curriculum priorities are only addressed through learning areas and do not constitute curriculum on their own, as they do not exist outside of learning areas. Instead, the priorities are identified wherever they are developed or have been applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

Aboriginal and Torres Strait Islander Histories and Cultures
Asia and Australia's Engagement with Asia.
Sustainability

Learning area content that draws on cross-curriculum priorities and the general capabilities at the same time can provide very rich learning experiences for students

In Year 4, there are opportunities to engage with the following general capabilities and cross-curriculum priorities:

Unit 1: Investigating author's language in a familiar narrative	Unit 2: Examining humour in poetry	Unit 3: Examining traditional stories	Unit 4: Exploring recounts set in the past	Unit 5: Exploring a quest novel	Unit 6: Examining persuasion in advertisements and product packaging
Opportunities to engage with:	Opportunities to engage with:	Opportunities to engage with:	Opportunities to engage with:	Opportunities to engage with:	Opportunities to engage with:

KEY		
General capabilities		**Cross-curriculum priorities**
Literacy	Personal and Social Capability	Aboriginal and Torres Strait Islander Histories and Cultures
Numeracy	Ethical Understanding	Asia and Australia's Engagement with Asia
Information and Communication Technology (ICT) Capability	Intercultural Understanding	Sustainability
	Critical and Creative thinking	

Disclaimer: Please use this Curriculum Map as a guide. Due professional judgement or circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment.