
	<div>Chapel Hill State School</div> <div>English Curriculum and Assessment Year Level Plan 2025</div> <div>Year 4</div>		<div> Australian CURRICULUM</div> <div>AC V9</div>
Curriculum Intent			
Year Level Description			
<p>The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.</p> <p>In Year 4, students interact with audiences for different purposes.</p> <p>Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include oral texts, picture books, various types of print and digital texts, short novels of different genres, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for creating their own work.</p> <p>The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.</p> <p>Literary texts that support and extend students in Year 4 as independent readers may describe sequences of events that develop over chapters and 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 language features including varied sentence structures, some unfamiliar vocabulary that may include English words derived from other languages, a significant number of high-frequency words, words that need to be decoded using phonic and morphemic knowledge, a variety of punctuation conventions, and illustrations and diagrams that support and extend the printed text.</p> <p>Year 4 students create a range of imaginative, informative and persuasive types of texts that may include narratives, performances, reports, reviews, poetry and arguments for particular purposes and audiences.</p>			
Achievement Standard			
Spiral Progression and Alignment			
<div>YEAR 3</div> <div>Speaking and Listening</div> <p>By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.</p> <div>Reading and Viewing</div> <p>They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.</p> <div>Writing and Creating</div> <p>They 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. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.</p>	<div>YEAR 4</div> <div>Speaking and Listening</div> <p>By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.</p> <div>Reading and Viewing</div> <p>They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <div>Writing and Creating</div> <p>They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</p>	<div>YEAR 5</div> <div>Speaking and Listening</div> <p>By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.</p> <div>Reading and Viewing</div> <p>They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.</p> <div>Writing and Creating</div> <p>They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.</p>	

Sequence of units	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Exploring imaginative texts	Reporting on topics of interest or learning	Building an argument	Completing a novel study
Unit description	<p>Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning.</p> <p>They read, view and comprehend a range of imaginative texts which support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances.</p> <p>Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to imaginative texts.</p> <p>They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.</p>	<p>Students engage with a variety of texts, including informative texts, with content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas.</p> <p>Students read, view and comprehend texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, and strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts.</p> <p>Students compare texts from different times with similar purposes and explore how authors use informative text structures and language features such as headings, italics and bold text to support readers or viewers to navigate the text. They identify visual features such as images and layout to complement, add to or shape understanding of a topic.</p> <p>Students engage in learning experiences, including shared and independent writing, to create reports about topics that are organised into paragraphs with relevant linked ideas, and use language to express and develop ideas.</p>	<p>Students engage with a variety of texts that provide a stimulus for building an argument, such as picture books, short novels, films and non-fiction texts, and persuasive texts, as models for creating their own work.</p> <p>Students read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students identify the subjective language of opinion and feeling, and the objective language of factual reporting.</p> <p>Students engage in shared and independent writing and/or learning experiences to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice.</p>	<p>Through a novel study, students identify characteristic stages of narrative texts, for example, orientation, complication and resolution. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Students read, view and comprehend a short novel which describes sequences of events that develop over chapters, and unusual happenings within a framework of familiar experience. The novel supports and extends students as independent readers as they integrate phonic, semantic and grammatical knowledge to read accurately and fluently.</p> <p>Students engage in shared and independent writing and/or learning experiences to create written responses about what they have read, using paragraphs to organise and link ideas, and language features including complex sentences, topic-specific vocabulary and literary devices. When creating written texts, students use phonic, morphemic and grammatical knowledge to correctly spell multisyllabic and multimorphemic words.</p>
Curriculum links	Unit 1 Drama	Unit 2 Science TBA	Unit 3 Media Arts	

Assessment		Semester 1		Semester 2	
		Assessment task U1.1 Speaking and Listening <i>Share, extend ideas, opinions and information about an imaginative text</i>	Assessment task U2.1 Reading and Viewing <i>Read, view and comprehend informative texts</i>	Assessment task U3.1 Speaking and Listening <i>Share, extend ideas, opinions and information about a topic</i>	Assessment task U4.1 Reading and Viewing <i>Read, view and comprehend an imaginative text</i>
Range and balance of assessment conventions	Technique	Performance / Presentation Choose an item.	Short response Choose an item.	Performance / Presentation Other	Short response Choose an item.
	Text Type	Persuasive text	Informative text	Persuasive text	Imaginative text
	Mode	Spoken/ Signed	Other	Spoken/ Signed	Other
	Conditions	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group task <b>Consideration of:</b> <input checked="" type="checkbox"/> Time conditions <input checked="" type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group task <b>Consideration of:</b> <input checked="" type="checkbox"/> Time conditions <input checked="" type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group task <b>Consideration of:</b> <input checked="" type="checkbox"/> Time conditions <input checked="" type="checkbox"/> Accessibility for all students	<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group task <b>Consideration of:</b> <input checked="" type="checkbox"/> Time conditions <input checked="" type="checkbox"/> Accessibility for all students
	Diagnostic	Includes Unit Diagnostic Pre-Test Writing		Includes Unit Diagnostic Pre-Test Writing	
Assessment			Assessment task U2.2 Writing and Creating <i>Create a written and multimodal informative text</i>		Assessment task U4.2 Writing and Creating <i>Create a written imaginative text</i>
Range and balance of assessment conventions	Technique		Extended response		Extended response
	Text Type		Informative text		Imaginative text
	Mode		Multimodal		Written
	Conditions		<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group task <b>Consideration of:</b> <input checked="" type="checkbox"/> Time conditions <input checked="" type="checkbox"/> Accessibility for all students		<input checked="" type="checkbox"/> Access to resources <input checked="" type="checkbox"/> Individual task <b>or</b> <input type="checkbox"/> Group task <b>Consideration of:</b> <input checked="" type="checkbox"/> Time conditions <input checked="" type="checkbox"/> Accessibility for all students
	Diagnostic		Includes Unit Diagnostic Pre-Test Writing		Includes Unit Diagnostic Pre-Test Writing

<div>Achievement Standard</div> <div>Elements Assessed / <b>Elements Monitored</b></div>				
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	<p><b>Speaking and Listening</b>  <b>By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices,</b> and/or visual features <b>and features of voice.</b></p> <p><b>Reading and Viewing</b>  They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. 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Disclaimer: Please use this Year Level Plan (Curriculum Map) as a guide. Due to professional judgement or circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment