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

AC Australian CURRICULUM

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 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.	**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.
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)	**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	**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)
Achievement Standard – Elements Assessed				
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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.