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**Writing**

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**Writing**

***Term X overview and planner***

| **Term X** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
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| **Unit title: *Writing******Week 1-10***This unit supports students learning of handwriting, spelling, morphology, punctuation, grammar, and text structures. |

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| Achievement Standard outcomes |
| Achievement standard: Year 3By 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.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.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. | **Achievement standard: Year 4**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.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.**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.** |
| **Resources** |
| * **Link school resources**
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| **Pedagogies** |
|  [Science of reading links](https://www.edresearch.edu.au/summaries-explainers/explainers/introduction-science-reading)This unit of writing incorporates literacy pedagogies to develop a broad range of skills connecting reading and writing.  |

| Assessment |
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| Assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together.Some examples of **assessment FOR learning** in this unit include:clear learning goals or intentions for the learning activitiesself-reflection and peer feedback, eg communication scenarios or role-playslearning a movement sequence, eg participation in track and field activities.Some examples of **assessment AS learning** in this unit include:students use self-reflection and peer feedback to refine their understanding and skill, eg evaluation of the sports tournament.Some examples of **assessment OF learning** in this unit include:observation of students’ knowledge, understanding and skills through their work and participation in activities, eg physical activities, organisation of class sporting event, checklists, photographs, work samples, video recordings, class discussions, observation of students’ knowledge, understanding and skills through their work and participation in activities, eg coaching peers, delivery of sporting event.**ASSESSMENT:** * ‘Published’ written pieces (persuasive text, information report and free-choice writing) in accordance to year level achievement standards.
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| ***Skills*** | ***Understandings*** | ***Dispositions*** |
| ***Develop skills in writing techniques, following the writing process, and incorporating literary devices.***  | ***Understand how to follow a process when creating texts, understand different kinds of texts and their attributes, understand what makes a ‘good’ writer.*** | * ***Reflectiveness***
* ***Reciprocal – collaboration in editing and receiving feedback***
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| Spelling & Morphology |
| Spelling is determined by the ‘morphology inquiry’. Refer to Morphology scope & sequenceMorphology inquiry: * Investigate the base word, what could it mean, what is the root, evidence of words through searching for morphology in the classroom (dictionaries, books, posters, etc.), create morphology family, box the base words and find prefixes & suffixes, make sentences, free base or bound base. Choose four spelling words for each work.

Year 3 [AC9E3LY09](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY09&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns[AC9E3LY10](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY10&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words[AC9E3LY11](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY11&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell wordsYear 4[AC9E4LY09](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY09&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes[AC9E4LY10](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY10&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words[AC9E4LY11](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY11&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)read and write high-frequency words including homophones and know how to use context to identify correct spelling |
| **Handwriting**  |
| Handwriting is focused on daily through all written work aiming to reach the curriculum descriptors:[AC9E3LY08](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY08&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) write words using joined letters that are clearly formed and consistent in size[AC9E4LY08](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY08&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) write words using clearly formed joined letters, with developing fluency and automaticity |

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|  | **Writing genre** | **Curriculum descriptors**  | **Daily Review Focus**  |
| Week 1 |  Year 3Persuasive Texts | [AC9E3LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words[AC9E3LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)describe how texts across the curriculum use different language features and structures relevant to their purpose | [AC9E3LA06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand that a clause is a unit of grammar usually containing a subject and a verb that need to agree |
| Year 4 Persuasive Texts | [AC9E4LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation[AC9E4LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes |
| Week 2 | Year 3Persuasive Texts | [AC9E3LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words[AC9E3LA04](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together | [AC9E3LA09](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA09&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)identify how images extend the meaning of a text[AC9E4LA10](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA10&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)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 texts |
| Year 4Persuasive Texts | [AC9E4LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation[AC9E4LA04](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas |
| Week 3 | Year 3Persuasive Texts | [AC9E3LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words[AC9E3LA02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful | [AC9E3LA11](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA11&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession[AC9E4LA12](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA12&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation |
| Year 4Persuasive Texts | [AC9E4LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation |
| Week 4 | Year 3Persuasive Texts | [AC9E3LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words | [AC9E4LA06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality |
| Year 4Persuasive Texts | [AC9E4LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation |
| Week 5 | Year 3 Persuasive Texts | [AC9E3LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words | [AC9E3LA07](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA07&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand how verbs represent different processes for doing, feeling, thinking, saying and relating[AC9E3LA08](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA08&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand that verbs are anchored in time through tense |
| Year 4Persuasive Texts | [AC9E4LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation |
| Week 6 | Year 3Information reports | [AC9E3LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words[AC9E3LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)describe how texts across the curriculum use different language features and structures relevant to their purpose | [AC9E4LA07](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA07&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)investigate how quoted (direct) and reported (indirect) speech are used |
| Year 4Information reports | [AC9E4LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation[AC9E4LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes[AC9E4LA02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)identify the subjective language of opinion and feeling, and the objective language of factual reporting |
| Week 7 |  Year 3Information reports | [AC9E3LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words[AC9E3LA04](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together |  [AC9E4LA08](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA08&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity |
| Year 4Information reports | [AC9E4LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation[AC9E4LA04](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)identify how text connectives including temporal and conditional words, and topic word associations are used to sequence and connect ideas |
| Week 8 | Year 3Information reports | [AC9E3LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words | [AC9E4LA09](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA09&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)understand past, present and future tenses and their impact on meaning in a sentence |
| Year 4Information reports | [AC9E4LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation |
| Week 9 | Year 3Information reports | [AC9E3LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words | [AC9E3LA10](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LA10&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts |
| Year 4Information reports | [AC9E4LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation |
| Week 10 | Year 3Information reports | [AC9E3LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words | [AC9E4LA11](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LA11&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources |
| Year 4Information reports | [AC9E4LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-3_year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick)plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation |

Marking criteria Year 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area | A | B | C | D |
| Structure | Student creates a text following a clear and relevant structure to the topic, using appropriate paragraphs. | Student creates a text following a clear structure using appropriate paragraphs. | Student creates a text following a structure featuring paragraphs. | Student creates a text. |
| Content | Student creates an engaging text that flows and features varying sentence structures. They use correctly spelt topic-specific vocabulary and spell high-frequency correctly. | Student creates an engaging text that flows. They use topic-specific vocabulary correctly and spell most high-frequency words correctly. | Student creates a text that makes sense. They use topic-specific vocabulary and spell some high-frequency words correctly. | Student creates a text that can make sense. They spell some high-frequency words correctly. |
| Punctuation | Student uses correct capital letters, full stops, and appropriate punctuation. | Student mostly uses correct capital letters, full stops, and appropriate punctuation. | Student can use correct capital letters, full stops, and general punctuation. | Student sometimes use correct capital letters, full stops, and general punctuation. |

Marking criteria Year 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Area | A | B | C | D |
| Structure | Student creates a complex text following a clear and relevant structure to the topic, using correct paragraphs. | Student creates a text following a clear and relevant structure to the topic using appropriate paragraphs. | Student creates a text following a structure using appropriate paragraphs. | Student creates a text using little to no paragraphing. |
| Content | Student creates an engaging text that flows with a variety sentence structures. They use correctly spelt topic-specific vocabulary and spell high-frequency correctly. | Student creates an engaging text that flows with some varying sentence structures. They use topic-specific vocabulary correctly and spell high-frequency words correctly. | Student creates an engaging text that makes sense. They use topic-specific vocabulary and spell most high-frequency words correctly. | Student creates a text that can make sense. They spell some high-frequency words correctly. |
| Punctuation | Student uses correct capital letters, full stops, and appropriate complex punctuation. | Student uses correct capital letters, full stops, and appropriate punctuation. | Student mostly uses correct capital letters, full stops, and general punctuation. | Student sometimes use correct capital letters, full stops, and general punctuation. |