

## Year 3 unit overview — Australian Curriculum: English

School name	Unit title	Duration of unit
Westerly Primary School	English - Reading, Writing, Spelling & Grammar	Week 6 - 10

### Unit outline

Writing will focus on genres such report and explanation. They will focus on the non-fiction components of genre writing.

Poetry will also be covered in this unit with particular emphasis placed on the vocabulary and word choice used in poetry. eg onomatopoeia and alliteration.

Reading will focus on making connections between text to text, text to self and text to world.

Other reading strategies include making inferences. Using schema and information from the text to make inferences is important for comprehension and to make meaning from the text.

Students will explore:



why we use different genres of writing

how language changes depending of the genre


how language impacts the reader

the importance of making meaning from a text

a variety of text genres

Identify curriculum			
Content descriptions to be taught			General capabilities and crosscurriculum priorities
Language	Literature	Literacy	
<p><b>Text Structure &amp; Organisation</b></p> <p>Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)</p> <p>Understand that paragraphs are a key organisational feature of written texts (ACELA1479)</p> <p>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)</p> <p><b>Expressing &amp; Developing Ideas</b></p> <p>Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)</p> <p>Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ (ACELA1485) †</p>	<p><b>Examining Literature</b></p> <p>Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)</p> <p><b>Creating Literature</b></p> <p>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)</p>	<p><b>Interpreting, Analysing &amp; Evaluating</b></p> <p>Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)</p> <p>Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)</p> <p><b>Creating Texts</b></p> <p>Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)</p> <p>Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)</p>	<p> <b>Critical and creative thinking</b></p> <ul style="list-style-type: none"> <li>through discussions, the close analysis of texts and through the creation of their own written, visual and multimodal texts that require logic, imagination and innovation.</li> <li>imagine possibilities, plan, explore and create ideas and texts.</li> <li>Through listening to, reading, viewing, creating and presenting texts and interacting with others, develop their ability to see existing situations in new ways, and explore the creative possibilities of the English language.</li> <li>In discussion they state and justify a point of view and respond to the views of others.</li> <li>Through reading, viewing and listening critically analyse the opinions, points of view and unstated assumptions embedded in texts</li> </ul> <p> <b>Personal and social capability</b></p> <ul style="list-style-type: none"> <li>Using English to develop communication skills and self-expression assists students’ personal and social development as they become effective communicators able to articulate their own opinions and beliefs and to interact and collaborate with others.</li> <li>helps students to understand how language functions as a key component of social interactions across all social situations.</li> <li>Through close reading and discussion of texts students experience and evaluate a range of personal and social behaviours and perspectives and develop connections and empathy with characters in different social contexts.</li> </ul>

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Identify curriculum			
			 <b>Sustainability</b> <ul style="list-style-type: none"><li>• skills to investigate, analyse and communicate ideas and information, and to advocate, generate and evaluate actions.</li><li>• interrogate a range of texts to shape their decision making and create texts that inform and persuade others.</li><li>• skills can be demonstrated through developing and sharing knowledge about social, economic and ecological systems and world views that promote social justice and sustainable futures.</li></ul>
Achievement standard			
<b>Year 3 Achievement Standard</b> <b>Receptive modes (listening, reading and viewing)</b> By the end of Year 3, students <a href="#">understand</a> how content can be organised using different text structures depending on the purpose of the text. They <a href="#">understand</a> 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 <a href="#">identify</a> literal and implied meaning connecting ideas in different parts of a text. They <a href="#">select</a> information, ideas and events in texts that <a href="#">relate</a> to their own lives and to other texts. They listen to others' views and <a href="#">respond</a> appropriately using interaction skills. <b>Productive modes (speaking, writing and creating)</b> Students <a href="#">understand</a> how language features are used to link and <a href="#">sequence</a> ideas. They <a href="#">understand</a> how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and <a href="#">develop</a> , 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 <a href="#">demonstrate</a> 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.			

Relevant prior curriculum	Curriculum working towards
<p>By the end of Year 2,</p> <ul style="list-style-type: none"> <li>• similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.</li> <li>• read texts with varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.</li> <li>• monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.</li> <li>• identify literal and implied meaning, main ideas and supporting detail.</li> <li>• make connections between texts by comparing content.</li> <li>• listen for particular purposes.</li> <li>• listen for and manipulate sound combinations and rhythmic sound patterns</li> <li>• create texts that show how images support the meaning of the text.</li> <li>• create texts, drawing on their own experiences, their imagination and information they have learned.</li> <li>• accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately</li> </ul>	<p>By the end of Year 4,</p> <ul style="list-style-type: none"> <li>• texts have different text structures depending on purpose and audience.</li> <li>• language features, images and vocabulary are used to engage the interest of audiences.</li> <li>• describe literal and implied meaning connecting ideas in different texts.</li> <li>• respond to others' views</li> <li>• use language features to create coherence and add detail to texts.</li> <li>• express an opinion based on information in a text.</li> <li>• create structured texts to explain ideas for different audiences.</li> <li>• understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation</li> <li>• editing their work to improve meaning.</li> </ul>
<b>Bridging content</b>	
<ul style="list-style-type: none"> <li>• focus on text structure</li> <li>• use of language features for effect</li> <li>• literal and implied meaning connecting ideas in different parts of a text</li> <li>• listen to other's views and respond appropriately</li> <li>• use phonics and word knowledge to read fluently</li> <li>• make connections to information, ideas and events in texts that relate to their own lives and to other texts</li> <li>• create a range of texts for familiar and unfamiliar audiences.</li> <li>• appropriate grammar for purpose and context of their writing.</li> <li>• use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately.</li> <li>• re-read and edit writing.</li> </ul>	
<b>Links to other learning areas</b>	
<p>This unit of learning links to History and the Integrated Program for Term 3. Students will write a report writing on bicycle and community services that use a bicycle. Students will write a procedure on how to ride a bike and how to create a 3D bicycle, linking to Technology and Design.</p>	

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Assessment		Make judgments
Describe the assessment	Assessment date	
<p>Students are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.</p> <p>Year 3 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.</p> <p>The teaching and learning experiences throughout the term provide opportunities for students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences the teacher can provide feedback on specific skills.</p>	<p>Weekly Spelling Test Weekly Dictation Sentences Running Records Guided Reading sessions End of genre</p>	<p>Identification of literal and implied meaning by connecting ideas in a text</p> <p>Identification of information, ideas and events in a variety of texts to make connections to own life</p> <p>Statements that show understanding that different text structures are used for different purposes</p> <p>Statements that show understanding of how language features, images and vocabulary are used for different effects</p> <p>Use of text structures for different purposes and audiences, including making presentations</p> <p>Use of language features for particular contexts and purposes, including to link and sequence ideas and express opinions. Language features include:</p> <ul style="list-style-type: none"> <li>• grammatical structures</li> <li>• vocabulary</li> <li>• punctuation</li> <li>• spoken/signed features</li> <li>• non-verbal features</li> <li>• visual features</li> </ul> <p>Use of knowledge of sounds and high frequency words to:</p> <ul style="list-style-type: none"> <li>• spell words accurately</li> <li>• check for meaning</li> </ul>
<p><b>Reading and Comprehension</b></p> <p>Running Records will be carried out to ensure correct grouping and matching of texts to students reading levels.</p>		
<p><b>Genre Writing</b></p> <p>Students will be given various opportunities to write reports, procedures and poetry over the course of the unit.</p>		
<p><b>Spelling</b></p> <p>Students will have an opportunity to demonstrate their learning of specific graphemes in weekly Spelling Test. Students will also have an opportunity to show prior learning of previously taught spelling graphemes in the weekly Spelling Test.</p>		
<p><b>Grammar</b></p> <p>Students will be given opportunities to demonstrate their learning of grammar concepts in daily writing tasks. Additionally, students will be able to demonstrate their learning in Dictation sentences.</p>		

Teaching and learning	Supportive learning environment	
Teaching strategies and learning experiences	Adjustments for needs of learners	Resources
<p>Outline key learning experiences and teaching strategies that will:</p> <p>Guided Reading Comprehension activities Reading poems</p> <p>Reciting poems (assembly performance)</p> <p>Sound Waves Spelling Text Book</p> <p>Grammar activities verbs - past, present, future</p> <p>Genre writing: Recount Report Procedure Poetry</p>	<p>Reading groups separated according to reading levels. Comprehension activities differentiated to accommodate reading levels.</p> <p>Teacher and assistant conferencing used during writing to support learners.</p>	<p>Guided reading texts Genre posters Poems printed</p> <p>Grammar games</p> <p>Reader's Theatre</p> <p>Duck on a Bike Miss Nelson is Missing Click Clack Moo Cows that Type A Bad Case of Stripes</p> <p>Sound Waves Spelling Book</p>

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Use feedback	
<b>Ways to monitor learning and assessment</b>	<p>Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.</p> <p>Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency.</p> <p>Discuss students' work samples with Mentor Teacher.</p>
<b>Feedback to students</b>	<p>Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to children/ students on their strengths and areas for improvement.</p> <p>Children/Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.</p> <p>Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for children to experience, practise and improve.</p> <p>Annotate students' work.</p> <p>Conferences to discuss genre writing and ways of improvement.</p> <p>Provide feedback and modelling in Guided Reading sessions.</p>
<b>Reflection on the unit plan</b>	<p>Identify what worked well during and at the end of the unit, including:</p> <ul style="list-style-type: none"> <li>activities that worked well and why</li> <li>activities that could be improved and how</li> <li>assessment that worked well and why</li> <li>assessment that could be improved and how</li> <li>common student misconceptions that need, or needed, to be clarified.</li> </ul>