Year 4 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...

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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 present new content 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 both 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.

Year 4 Achievement Standard

Receptive modes

(listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. 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 express preferences for particular texts, and respond to others' viewpoints. They listen for 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. 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, editing their work to improve meaning.

Year 4

English Planning

Term 3 Week 2

Toni Coote

Freyja Lucas

Karissa Byrton

Language	Literacy	Literature
Language variation and change	Literature and context	Texts in context

Language

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)

Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)

Recognise homophones and know how to use context to identify correct spelling (ACELA1780)

Literacy

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)

Literature

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)

Reread 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)

BayntonWest
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Overall teaching intentions: Print walk: Understand the use of speech marks for direct speech in texts. Reading: Understanding the language used to express a fact or opinion. Writing: Creating texts/ Reconstructing texts and sequencing. Spelling: Understand how to use strategies for spelling words,	**General Capabilities:** Intercultural ⊕ Literacy 📖 Personal and Social 👥 Critical and creative ⚙️ Numeracy 🖩 ICT 💻 Ethical ⚖️	**Cross Curricular Priorities:** ATSI History · Sustainability · Engagement with Asia

Seven Reading and Writing Procedures.

Gradual Release Model	Teacher/Student	Reading	Writing
Modelling	Demonstrate think aloud processes used.	Reading to students Modelled Reading	Familiarising and analysing Modelled Writing
Sharing	Provide direction, invite students to participate. Decision making negotiated.	Shared Reading Language experience	Language Experience Shared Writing Interactive Writing
Guiding	Provide help, support and corrective feed-back.	Guided Reading	Guided writing
Independent	Student in control of ideas and infor-mation with necessary encouragement.	Book Discussion Independent Reading	Authors chair Independent Writing

Week:	Block 1	Block 2	Block 3	Block 4
Preview	Preview learning goals for the day/week Read for pleasure (class novel)	Preview learning goals for the day/week Read for pleasure (class novel)	Preview learning goals for the day/week Read for pleasure (class novel)	Preview learning goals for the day/week Read for pleasure (class novel)
Print walk 💻	Direct Speech View Reading Eggs Speech Power point and discuss. Create anchor chart definition students write definition into workbooks.	Direct Speech View You Tube clip-How to use speech marks. Take notes of examples of using speech marks in workbooks.	Direct Speech Complete Harry Potter worksheet add direct speech marks. Scan onto IWB. Copy for support students.	Direct Speech Record a conversation on the board. Use rules for direct speech marks to edit passage.
Reading	**Review:** Fact and Opinion **Definitions:** do we need to add / change anything? **Shared:** Groups of 3. Complete fact and opinion card sort. Share answers, ask for explanations.	**Shared:** Writing facts and opinions about AFL. Model example. F: 18 teams in comp. O: Game is too long. **Activity:** Pair up, 2 facts, 2 opinions about AFL. Use F&O popsticks as pairs read out to vote for F or O.	Model: Using Stellaluna write a Fact and an opinion about the text. Guided: Read text. Write 2 facts and 2 opinions about book. Share answers with group. Look at lan-guage to decide if a fact or opinion is given.	Model: Using Are We There Yet? Write a fact and an opinion about book. Guided: Rule up table fact and opin-ion. Read book as a group and write examples for each page in table.
Modification				
Writing ⚙️💻	Poetry View Reading Eggs Poetry Interactive. Read Explorers Ant. An example of a poetry text. Discuss structure, language features and punctuation features using highlight tool	Poetry Using Reading Eggs Poetry Interactive. View a brainstorm to jot ideas. Model how to complete brainstorm us-ing pen tool. Independently complete on poetry brainstorm.	Poetry Using Reading Eggs Poetry Interactive. View poetry scaffold. Model how to complete a poetry scaf-fold while using ideas from brainstorm. Independently complete poetry scaffold	Poetry Independently students to complete poetry scaffold
Modification	Read text as a class	Reading group 1/2 work with teacher to complete group brainstorm.	Reading group 1/2 work with teacher to complete group scaffold.	Independently complete class scaf-fold.
Spelling	Blue: Finding more categories. Green: Sentences Yellow: Sentences	Blue: Sentences Green: Finding more categories. Yellow: Sort story	Blue: Rhyming words Green: Short story Yellow: Finding more categories.	Sort Assessment.
Plenary	Complete a ticket to leave, what stuck in my head?	Complete a ticket to leave, what stuck in my head?	Complete a ticket to leave, what stuck in my head?	Complete a ticket to leave, what stuck in my head?

Instructional Strategies

Think, Pair, Share
P.M.I (plus, minus, interesting)
Venn Diagram
Numbered Heads
Value Lines
Walk about/Gallery Walk
Inside/Outside Circle
Four Corners
Place mat
Graffiti Groups
Mind Mapping/Concept Maps
Academic Controversy
Team Analysis
de Bono's Six Thinking Hats
Multiple Intelligences

Assessment forms

Diagnostic
Formative
Summative
Student Conference
Work Sample
Self Assessment
Peer Assessment
Over Shoulder Marking
Discussions
Teacher Judgement
Moderation
Oral presentations
Teacher Designed Tasks
Target Child
Target Group

First Steps Resources		
Language	**Literature** Text Reconstruction Sentence reconstruction	**Literacy**

Compiled by Toni Coote and Freyja Lucas 2014.

Baynton West PRIMARY SCHOOL

Year 4 Level Description

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Language	Literacy	Literature
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) Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779) Recognise homophones and know how to use context to identify correct spelling (ACELA1780)	**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)	**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) Reread 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)

Year 4

English Planning

Term Week

Toni Coote

Freyja Lucas

Karissa Burton

Baynton West PRIMARY SCHOOL

Overall teaching intentions:

Print walk:

Reading:

Writing:

Spelling:

General Capabilities:

Intercultural	🌐	Literacy	📖
Personal and Social	👥	Critical and creative	⚙️
Numeracy	🔢	ICT	💻
Ethical	⚖️		

Cross Curricular Priorities:

ATSI History	Sustainability	Engagement with Asia
	🌿	🌏

Seven Reading and Writing Procedures.

Gradual Release	Teacher/Student	Reading	Writing
Modelling	Demonstrate think aloud processes used.	Reading to students Modelled Reading	Familiarising and analysing Modelled Writing
Sharing	Provide direction, invite students to participate. Decision making negotiated.	Shared Reading Language experience	Language Experience Shared Writing Interactive Writing
Guiding	Provide help, support and corrective feed-back.	Guided Reading	Guided writing
Independent	Student in control of ideas and infor-mation with necessary encouragement.	Book Discussion Independent Reading	Authors chair Independent Writing

Week:	Block 1	Block 2	Block 3	Block 4
Preview				
Print walk				
Reading				
Modification				
Writing				
Modification				
Spelling				
Plenary				

Instructional Strategies

Think, Pair, Share

P.M.I (plus, minus, interesting)

Venn Diagram

Numbered Heads

Value Lines

Walk about/Gallery Walk

Inside/Outside Circle

Four Corners

Place mat

Graffiti Groups

Mind Mapping/Concept Maps

Academic Controversy

Team Analysis

de Bono's Six Thinking Hats

Multiple Intelligences

Assessment forms

Diagnostic

Formative

Summative

Student Conference

Work Sample

Self Assessment

Peer Assessment

Over Shoulder Marking

Discussions

Teacher Judgement

Moderation

Oral presentations

Teacher Designed Tasks

Target Child

Target Group

First Steps Resources

Language	Literature	Literacy

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