

SCOPE AND SEQUENCE CHART: YEAR 3 AUSTRALIAN CURRICULUM

Year 3 Strand: Language

Language variation and change

Content Description

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning

Ziptales Application

- **SEL Writing Module: Texts Types (Yrs 3 & 4) *How Do Speech and Writing Differ?***
- Read the digital documentaries *Marvellous Myths and Legends* & *The Real Story of Fairy Tales* in **Graphic Classics** for an insight into the oral and cultural traditions of storytelling.

Language for interaction

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations

Examine how evaluative language can be varied to be more or less forceful

- **SEL Oral Language Module: Speaking and Listening (Yrs 3 & 4) *Ways of Speaking***
- Use appropriate social conventions to work with others to complete general worksheet #2 for the **Main Library – Extending Literacy Library** story *I'm Not Afraid (Scary Stories)*
- Explore how the language is used to present different evaluations of the brothers in the **Main Library – Extending Literacy Library** story *The Enchanted Princess (Fabulous Fairy Tales)*.

Text structure and organization

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)

Understand that paragraphs are a key organisational feature of written texts

Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters

- **SEL Writing Module: Text Types (Yrs 3 & 4) *What's in a Text? (Part A)***
- Use the **Main Library** story *The Exterminator (Comedy Capers)* to explore the types of sentences used in the narrative compared to those used in the advertisement in the story.
- **SEL Writing Module: Organising Texts (Yrs 3 & 4) *What is a Paragraph?***
- Identify how paragraphs and topic sentences are used to organise text in the **Main Library – Extending Literacy Library** story *Snake! (True Tales)*.
- Study the *Apostrophes* module via the *Punctuation* link in **Skill Builders** to investigate apostrophes of contraction.

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Identify the features of online texts that enhance navigation

- SEL Reading Module: Multimodal Texts (Yrs 3 & 4) *Digital Texts*
- Use the **Ziptales** website home page to assist with online navigation skills.

Expressing and developing ideas

Content Description

Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement

Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense

Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments

Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs

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- SEL Writing Module: Grammar (Yrs 3 & 4) *Simple Sentences*
- Study the *Sentences* module via the *Grammar* link in **Skill Builders** to investigate clauses.

- SEL Writing Module: Grammar (Yrs 3 & 4) *What are Verbs For?*
- SEL Writing Module: Grammar (Yrs 3 & 4) *What are Relating Verbs?*
- Study the *Verbs* module via the *Grammar* link in **Skill Builders** to investigate features of verbs and verb tenses.

- SEL Reading Module: Multimodal Texts (Yrs 3 & 4) *Film Language (Part A)*
- SEL Reading Module: Multimodal Texts (Yrs 3 & 4) *Film Language (Part B)* View the **Happy Schools** videos to discuss how relationships between characters can be depicted by their position, expressions and gestures.

- SEL Reading Module: Vocabulary Expansion (Yrs 3 & 4) *Words For Texts*
- SEL Writing Module: Grammar (Yrs 3 & 4) *What are Adverbs For?*
- Study the *Adverbs* module via the *Grammar* link in **Skill Builders** to investigate how adverbs act to enhance verbs.

Phonics and word knowledge

Content Description

Understand how to use letter-sound relationships and less common letter patterns to spell words

Recognise and know how to write most high frequency words including some homophones

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- Use the *Spelling* modules in **Skill Builders** to develop understanding of letter-sound relationships e.g. Module #8 – *The Problem of 'c' and 'g'* and less common letter patterns e.g. Module #22 – *Problem Vowels (Extending Literacy)*.

- Explore *Spelling* Module #28 - *Homophones* to assist with the recognition of how to write high frequency homophonous words (**Skill Builders** - *Extending Literacy*).

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Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns

- Work through the *Spelling* modules in **Skill Builders** to build understanding of how to apply letter-sound relationships to read and write multisyllabic words with more complex letter patterns e.g. Module #6 – *Double headers* (*Extending Literacy*).

Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word

- Improve knowledge of how to use prefixes and suffixes using *Spelling* Module #4 – *Magic endings*, Module #5 – *Double trouble*, Module #7 – *At the double*, Module #12 - *What goes before* – prefixes and Module #13 - *What goes after* – suffixes (**Skill Builders** - *Extending Literacy*).

Year 3 Strand: Literature

Literature and Context

Content Description

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons

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- **SEL Reading Module: Comprehension Skills (Yrs 3 & 4)** *Different Texts, Same Theme*
- Read *The Real Story of Fairy Tales* (**Graphic Classics**) to identify how the same story (Cinderella) has been told in different cultures in different ways (*Extending Literacy*).

Responding to Literature

Draw connections between personal experiences and the worlds of texts, and share responses with others

- **SEL Reading Module: Responding to Texts (Yrs 3 & 4)** *Texts and Real Life (Part A)*
- **SEL Reading Module: Responding to Texts (Yrs 3 & 4)** *Texts and Personal Experience*
- Use the *People Stories* in the **Main Library – Extending Literacy Library** to assist students with making a personal connection to the decisions and actions of the main characters.

Develop criteria for establishing personal preferences for literature

- **SEL Reading Module: Responding to Texts (Yrs 3 & 4)** *Enjoying Texts*
- Scan the variety of genres on offer in the **Main Library – Extending Literacy Library** and select favourite categories identifying reasons for why they were appealing.

Examining Literature

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative

- **SEL Reading Module: Author's Use of Language (Yrs 3 & 4)** *Describing a Setting*
- Browse through the first pages of the stories in the **Main Library – Extending Literacy Library** to explore how a descriptive setting or character traits, actions and motivations influence the mood of a narrative.

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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

- SEL Reading Module: Studying Poetry (Yrs 3 & 4) *Word Pictures*
- SEL Reading Module: Studying Poetry (Yrs 3 & 4) *What Does a Poem Look Like?*
- Discuss how language devices such as rhythm and rhyme scheme are used in poems from **Rhyme Time** to enhance enjoyment for the reader.

Creating Literature

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle

- SEL Writing Module: Text Types (Yrs 3 & 4) *Imaginative Texts*
- Use **Reading Library** stories to create a new text that tells the story from a different point of view, has an alternative ending or is a sequel to the original story (*Extending Literacy*).

Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue

- Select a setting, character and plot in **Story Machine** to create an imaginative text and present it in a visual format using sound effects and voiceovers (*Extending Literacy*).

Year 3 Strand: Literacy

Texts in Context

Content Description

Identify the point of view in a text and suggest alternative points of view

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- SEL Writing Module: Language Features (Yrs 3 & 4) *Who is Telling the Story?*
- Identify the narrative voice in a range of stories from the **Reading Library**. Retell one or more of the stories from a different point of view (*Extending Literacy*).

Interacting with others

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations

- SEL Oral Language Module: Speaking and Listening (Yrs 3 & 4) *Conversations (Part A)*
- Work collaboratively to complete a *Choose Your Own Adventure* Story in the **Main Library – Extending Literacy Library** discussing reasons for choices made (*Extending Literacy*).

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Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume

Plan and deliver short presentations, providing some key details in logical sequence

- SEL Oral Language Module: Expressing Opinions (Yrs 3 & 4) *Opinions*
- SEL Oral Language Module: Working in a Group (Yrs 3 & 4) *Group Work*
- Work collaboratively to complete the *Tell the Story* and *How Good is Your Memory* interactive puzzle challenges in **Puzzle Palace** (*Extending Literacy*).

- SEL Oral Language Module: Oral Reports (Yrs 3 & 4) *Giving a Speech*
- Choose a project from **Make and Do** and instruct an audience how to create the chosen item (*Extending Literacy*).

Interpreting, Analysing, Evaluating

Identify the audience and purpose of imaginative, informative and persuasive texts

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

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

- SEL Writing Module: Text Types (Yrs 3 & 4) *Types of Texts*
- Evaluate how the different genres and levels in the **Main Library – Extending Literacy Library** are classified according to a set purpose and audience (*Extending Literacy*).

- SEL Reading Module: Reading Strategies (Yrs 3 & 4) *Developing Reading Skills*
- Use the *Fill the Gaps* activities provided at the completion of each story in the **Main Library – Extending Literacy Library** to refine text processing strategies (*Extending Literacy*).

- SEL Reading Module: Comprehension Skills (Yrs 3 & 4) *Narrative Texts*
- SEL Reading Module: Research Skills (Yrs 3 & 4) *Finding Facts*
- Use the *Multiple Choice* activities provided at the completion of each story in the **Main Library – Extending Literacy Library** to refine comprehension skills (*Extending Literacy*).

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Creating Texts

Content Description

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

Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation

Write using joined letters that are clearly formed and consistent in size

Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements

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- SEL Reading Module: Research Skills (Yrs 3 & 4) *Finding Out*
- SEL Reading Module: Research Skills (Yrs 3 & 4) *Graphic Organisers*
- Use the *Sentences* module via the *Grammar* link in **Skill Builders** to assist students with making simple sentences into complex sentences (*Extending Literacy*).
- Select a setting, character and plot in **Story Machine** to create an imaginative text.
- Use **Main Library – Extending Literacy Library** stories to springboard ideas for text creation e.g. *Dr. Wow (Adventureland)*
 - An imaginative text about an adventure in a time machine.
 - An informative text about a famous inventor.
 - A persuasive text about an invention that changed the world.
- SEL Writing Module: Punctuation (Yrs 3 & 4) *What is Punctuation?*
- View the *Capital Letters* and *Full Stops* modules via the *Punctuation* link in **Skill Builders** to assist with editing skills (*Extending Literacy*).
- Handwriting skills can be developed and refined via the student worksheets that complement all **Main Library – Extending Literacy Library** stories and **Rhyme Time** poems.
- SEL Writing Module: Digital Texts (Yrs 3 & 4) *Developing Word Processing Skills*
- Use appropriate software to create Ziptales-style e-books or digital documentaries.