

SCOPE AND SEQUENCE CHART: YEAR 4 AUSTRALIAN CURRICULUM

Year 4 Strand: Language

Language variation and change

Content Description

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

Ziptales Application

- SEL Writing Module: Spelling/Etymology (Yrs 3 & 4) *Where Do Words Come From?*
- Use *Spelling* module # 1 in **Skill Builders** to study the history of the English Language.

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

- SEL Oral Language Module: Asking Questions (Yrs 3 & 4) *Did You? Didn't You?*
- Work in pairs to select a favourite **Puzzle Palace** challenge and report reasons for the decision back to the class. Discuss the different language uses in the informal and formal setting.

Understand differences between the language of opinion and feeling and the language of factual reporting or recording

- SEL Oral Language Module: Expressing Opinions (Yrs 3 & 4) *Opinions*
- Read a factual report of an event e.g. *Subway Hero* (*True Tales* – **Main Library – Extending Literacy Library**) and write a personal response using language of opinion and feeling.

Text structure and organization

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience

- SEL Writing Module: Text Types (Yrs 3 & 4) *What's in a Text? (Part B)*
- Compare structural and language features used in **Main Library – Extending Literacy Library** narratives, **Make and Do** procedures and **Graphic Classic** digital documentaries.

Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives

- SEL Writing Module: Grammar (Yrs 3 & 4) *What are Personal Pronouns?*
- Study the *Pronouns* module via the *Grammar* link in **Skill Builders** to refine understandings of pronouns.

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Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech

- Study the *Quotation Marks* module via the *Punctuation* link in **Skill Builders** to investigate uses of quotation marks.

Identify features of online texts that enhance readability including text, navigation, links, graphics and layout

- **SEL Reading Module: Multimodal Texts (Yrs 3 & 4) *Digital Texts***
- Use the **Ziptales** website to discuss features of the text, graphics and layout.

Expressing and developing ideas

Content Description

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases

Investigate how quoted (direct) and reported (indirect) speech work in different types of texts

Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity

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

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research

Ziptales Application

- **AC Writing Module: Grammar (Yrs 3 & 4) *What Can We Change in Clauses?***
- Study the *Nouns, Verbs and Prepositions* modules via the *Grammar* link in **Skill Builders** to deepen understanding of how they enrich sentence building.

- Locate examples of direct and indirect speech in stories from the **Reading Library** e.g. *Princess Nightmare (Animal - Extending Literacy)*.

- Read the *Adverbs* and *Prepositions* modules via the *Grammar* link in **Skill Builders** to refine understanding of how adverbs and prepositions work in different ways (*Extending Literacy*).

- **SEL Reading Module: Visual Literacy (Yrs 3 & 4) *Talking Pictures***
- **SEL Reading Module: Visual Literacy (Yrs 3 & 4) *The Grammar of Pictures***
- Use the *Visual Literacy* module via the *Comprehension* link in **Skill Builders** to study the visual elements of texts.

- **SEL Reading Module: Vocabulary Expansion (Yrs 3 & 4) *School and Community Words***
- Study *Spelling* Module #12 – *What goes before – prefixes* in **Skill Builders** to assist with building etymological knowledge of word origins (*Extending Literacy*).

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Phonics and word knowledge

Content Description

Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words

Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling

Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes

Ziptales Application

- View *Spelling* modules in **Skill Builders** and complete associated worksheets to study:
 - double letters e.g. Module #5 - *Double Trouble* & Module #6 - *Double Headers*
 - spelling generalisations e.g. Module #3 - *The Magic 'e'*, Module #4 - *Magic Endings*, Module #7 - *At the Double* & Module #9 - *Predictable Plurals*
 - morphemic word families e.g. Modules #23, 24 & 25 - *Tricky Clusters*
 - prefixes and suffixes: Module #12 - *What goes before – prefixes*, Module #13 - *What goes after – suffixes*, Module #15 - *The twins 'able and 'ible'*, Module #17 - *Disappearing Letters* & Module #21 - *Awkward Endings*
 - word origins e.g. Module #11 – *Time travel - tense endings (Extending Literacy)*.
- Study the **Skill Builders Spelling** Module #28 - *Homophones* and complete the associated worksheets (*Extending Literacy*).
- Use the *Spelling* modules and worksheets in **Skill Builders** to study complex letter combinations e.g. vowel sounds: Module #22 - *Problem Vowels* and Modules #23, 24 & 25 - *Tricky Clusters* and prefixes and suffixes: Modules #12 – *What goes before - prefixes* & Module #13 - *What goes after – suffixes (Extending Literacy)*.

Year 4 Strand: Literature

Literature and Context

Content Description

Make connections between the ways different authors may represent similar storylines, ideas and relationships

Ziptales Application

- **SEL Writing Module: Text Types (Yrs 3 & 4) Texts in Different Media**
- Locate different versions of the *Fabulous Fairy Tales, Myths & Legends (Main Library – Extending Literacy Library)* or **Graphic Classics** digital comics to compare how different authors represent similar themes and storylines.

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Responding to Literature

Discuss literary experiences with others, sharing responses and expressing a point of view

- SEL Reading Module: Responding to Texts (Yrs 3 & 4) *Texts and Real Life (Part B)*
- Choose a favourite genre or story from the **Main Library – Extending Literacy Library** and identify reasons for choice. Use the stories to relate to own real life experiences.

Use metalanguage to describe the effects of ideas, text structures and language features of literary texts

- SEL Writing Module: Language Features (Yrs 3 & 4) *Looking Below the Words*
- Examine how authors describe the appearance, behaviour and speech of a character from a **Main Library – Extending Literacy Library** story e.g. *Gobwit (Comedy Capers)* noting how the character develops through dialogue and relationships with other characters in the story.

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

- SEL Reading Module: Author's Use of Language (Yrs 3 & 4) *Capturing Readers*
- Read *How to write a story* in **Write Time** to learn techniques to make stories more exciting.

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

- SEL Reading Module: Studying Poetry (Yrs 3 & 4) *Nonsense Devices*
- SEL Reading Module: Author's Use of Language (Yrs 3 & 4) *Funny Words*
- Identify uses of poetic devices in the **Rhyme Time** poems e.g. the use of neologisms in *The Owl and the Pussycat*.

Creating Literature

Create literary texts that explore students' own experiences and imagining

- SEL Writing Module: Text Types (Yrs 3 & 4) *Imaginative Texts*
- Rewrite a **Main Library – Extending Literacy Library** story to create a new and different text e.g. Retell *The Toy Dragon (Scary Stories)* from the dragon's point of view.

Create literary texts by developing storylines, characters and settings

- Select a setting, character and plot in **Story Machine** to create an imaginative text.
- Plan and create a digital comic based on a familiar traditional story like the ones in **Graphic Classics**.

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Year 4 Strand: Literacy

Texts in Context

Content Description

Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts

Ziptales Application

- Compare books from earlier times to the Ziptales e-books in the **Main Library – Extending Literacy Library** and digital comics in **Graphic Classics**.
- Use the images from the **Children in History** digital photo stories to compare to images used for modern day texts.

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

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

Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences

- SEL Oral Language Module: Speaking & Listening (Yrs 3 & 4) *Listening Well*
- SEL Oral Language Module: Speaking & Listening (Yrs 3 & 4) *Ways of Speaking*
- Study the *Argument Comprehension* module via the *Comprehension* link in **Skill Builders** for clues to assist with analysing what a speaker is saying.
- SEL Oral Language Module: Speaking & Listening (Yrs 3 & 4) *Conversations (Part B)*
- SEL Oral Language Module: Working in a Group (Yrs 3 & 4) *Group Work*
- Work collaboratively to complete a *Choose Your Own Adventure Story* in the **Main Library – Extending Literacy Library** discussing reasons for choices made.
- SEL Oral Language Module: Oral Reports (Yrs 3 & 4) *Giving a Speech*
- View the series of *Magic Trick* videos in **Make and Do** and learn the magic tricks. Perform the tricks to an audience.

Interpreting, Analysing, Evaluating

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text

- SEL Writing Module: Text Types (Yrs 3 & 4) *Types of Texts*
- Study the *How to write...* series of lessons in **Write Time** to become familiar with the typical features of different text types.

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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

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

- 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.

- SEL Reading Module: Comprehension Skills (Yrs 3 & 4) *Information Texts*
- SEL Reading Module: Comprehension Skills (Yrs 3 & 4) *Understanding Texts*
- Use the *Multiple Choice* activities at the completion of each story in the **Main Library – Extending Literacy Library** and study the *Comprehension* modules in **Skill Builders** to build and refine comprehension skills.

Creating Texts

Content Description

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

Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure

Write using clearly-formed joined letters, and develop increased fluency and automaticity

Ziptales Application

- SEL Reading Module: Research Skills (Yrs 3 & 4) *Finding Out*
- Study the *Sentences* module via the *Grammar* link in **Skill Builders** to assist student with making simple sentences into complex sentences.
- Use the *How to write...* series of digital documentaries in **Write Time** to assist with planning and drafting imaginative, informative and persuasive texts.
- Use **Main Library – Extending Literacy Library** stories to springboard ideas for text creation e.g. *Arachnophoebe (Scary Stories)*
 - An imaginative text about an encounter with a scary animal.
 - An informative text about common phobias.
 - An explanation text about how spiders spin a web.
 - A persuasive text about spiders – friend or foe?

- SEL Writing Module: Editing Skills (Yrs 3 & 4) *Making it Read Better*
- Use Spelling modules in **Skill Builders** to improve knowledge of revising written texts for spelling accuracy e.g. suffixes (#13 & #15) & i before e (#16).

- Handwriting skills can be developed and refined via the student worksheets that complement all **Main Library – Extending Literacy Library** stories and **Rhyme Time** poems.

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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

- SEL Writing Module: Digital Texts (Yrs 3 & 4) *Making Digital Texts*
- Use appropriate software to create Ziptales-style e-books or digital documentaries.