

English Curriculum Overview - Stage 3

The new outcomes and content are informed by evidence and identify skills needed by all students to develop competence in oral language, reading and writing. They build on the foundational skills developed in K-2 and 3-4, deepening and enriching learning, and highlighting the role and connection that **'understanding texts'** and **'creating texts'** have across all areas of English.

Oral Language and Communication

Focuses On: communicating to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

Vocabulary

Focuses On: extending Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

Reading Comprehension

Focuses On: fluently reading and comprehending texts for wide purposes, analysing text structures and language, and by monitoring comprehension

Creating Written Texts

Focuses On: planning, creating and revising written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language

Spelling

Focuses On: automatically applying taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words

Handwriting

Focuses On: sustaining a legible, fluent and automatic handwriting style

Digital Transcription

Focuses On: selecting digital technologies to suit audience and purpose to create texts

Understanding and Responding to Literature

Focuses On: analysing representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts **and** analysing representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

Terms Glossary

Morphological generalisations: A spelling term that describes the manipulation and control of a particular base or root word when it is affixed with a prefix and/or suffix.

Orthography: The conventional written or visible word-level system of a language.

Phonological: The ability to hear, identify and say the separate parts of words (syllables, onsets, rimes and phonemes).

Prosody: Reading with expression using correct phrasing, intonation and attention to punctuation.

Tier 1 Vocabulary: Basic-level, everyday words.

For example, dog, baby, happy, pretty, was, come, said.

Tier 2 Vocabulary: General academic words that can be used across a variety of domains. They are of high utility for mature language users and are commonly used in written language.

Tier 2 words add power and precision to written and spoken language but many Tier 2 words are most commonly found in written language.

For example, contradict, precede, stale, awful, snuggle.

Tier 3 Vocabulary: Words that are used rarely (low frequency) and only in highly specific situations, eg decibel, cataclysm, atom.