

# Language

## Reading

### Year 3

#### Comprehension Skills and Strategies

Students read texts at an age appropriate level and show understanding as they:

- Recall main ideas and supporting details when retelling texts
- Read to discover answers and gain information
- Respond to texts and make personal connections with facts, characters, and situations
- Locate and select texts appropriate for purpose, interest and readability
- Describe how fiction and different forms of non-fiction texts are organised
- Suggest why characters, people and events are represented in a particular way
- Justify personal responses to texts
- Understand unfamiliar vocabulary by attending to context
- Read with pace and expression paying attention to context and punctuation

#### Word Recognition

Students show development in fluency, vocabulary and word recognition as they:

- Apply knowledge of less common grapheme-phoneme correspondences
- Decode unfamiliar words fluently and accurately

## Writing

### Year 3

Students use writing to communicate a message as they:

- Use a process to plan, draft, revise, edit and publish a range of texts
- Plan and write to convey main ideas
- Write a range of text types selected according to purpose
- Develop ideas with supporting detail and descriptive language
- Develop ideas in a logical sequence
- Use vocabulary drawn from a variety of sources to enhance writing
- Offer constructive feedback to improve the writing of peers
- Identify next steps needed to improve own writing

Students demonstrate conventions of written text as they:

- Use letter-sound relationships and irregular letter patterns to spell words
- Spell high frequency words
- Write legibly in a consistent style
- Use capital letters, full stops, question marks correctly
- Begin to use speech marks
- Use adverbs and adjectives to add impact to writing
- Use simple and compound sentences

## Listening and Speaking

### Year 3

Students use receptive and expressive language to communicate as they:

- Express thoughts, ideas and opinions clearly
- Uses a range of appropriate strategies when speaking to engage an audience
- Actively listen to the contributions of others
- Use specific vocabulary to explain, inquire and compare
- Adjust speech by using specific vocabulary to suit the purpose and audience

## Viewing and Presenting

### Year 3

Students show an understanding of semiotic systems and codes when viewing as they:

- Discuss different interpretations of the same visual image or multimodal texts
- Make suggestions about the purpose and audience of visual images or multimodal texts
- Identify different elements that have been selected and arranged to achieve an impact
- Use technical language to discuss visual images or multimodal texts

Students show an understanding of semiotic systems and codes when presenting as they:

- Create multimodal texts that include visual, auditory, spatial, gestural and language systems
- Explain how the elements of their own multimodal texts work together