

The tables on these pages list the three language modes and their associated strands, sub-strands and content descriptions from the Victorian Curriculum, and the English Stars 3 modules that match these descriptions.

Year 3 Victorian Curriculum Match

Reading and Viewing

Strand	Sub-strand	Content Descriptions	English Stars Modules
<i>Language</i>	Text structure and organisation	Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246)	1.4 Persuasive Essay Structure 1.6 Persuasive Language 2.2 Plot 2.4 Interesting Introductions 2.6 Quoted Speech 3.2 Recount Structure 3.6 Tense 1 4.2 Review Structure 4.4 Text Types 5.2 Tense 2 5.4 Procedural Text Structure 5.6 Sequence Words 5.7 Using the Internet 5.17 Visual Procedure Structure 6.3 Revise Plot 6.4 Revise Quoted Speech 6.6 Reported Speech 7.4 Explanation Structure 8.6 Quatrains 8.10 Cinquains 8.13 Haikus
		Identify the features of online texts that enhance navigation (VCELA247)	5.7 Using the Internet
	Expressing and developing ideas	Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments (VCELA248)	5.16 Taking Photos 5.17 Visual Procedure Structure 6.2 Different Ways to Tell a Story 6.14 Task – Publish Your Story
	Phonics and word knowledge	Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters (VCELA249)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 3 Spelling Spot Scope and Sequence .
		Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word (VCELA250)	This descriptor is covered by Spelling Spot (homophones, compound words, prefixes and suffixes). For more information see the Year 3 Spelling Spot Scope and Sequence .
<i>Literature</i>	Responding to literature	Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251)	1.1 Understanding Text 1.5 Comprehension – All Children Should Play Sport 1.9 Comprehension – Books Are Better than Films 1.13 Comprehension – Experience Teaches Us More than Books 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.13 Comprehension – The Fox and the Crow 3.1 Comprehension – Are We There Yet? 3.5 Comprehension – Sophie Scott Goes South 3.9 Comprehension – Diary of a Soccer Star 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.7 Making Connections 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team

			<p>6.5 Comprehension – The Cinderella Letters 6.9 Visualising 6.10 Comprehension – Fantastic Mr Fox 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.5 Comprehension – BTN: Bark Canoe 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?</p>
		Develop criteria for establishing personal preferences for literature (VCELT252)	<p>2.4 Interesting Introductions 2.8 Character Profiles 6.2 Different Ways to Tell a Story</p>
	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 (VCELT253)	<p>2.3 Adjectives 1 2.4 Interesting Introductions 2.8 Character Profiles</p>
		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 (VCELT254)	<p>2.3 Adjectives 1 8.2 Syllables 8.3 Rhyme 8.5 Onomatopoeia 8.6 Quatrains 8.9 Similes and Metaphors 8.10 Cinquains 8.13 Haikus</p>
Literacy	Texts in context	Identify the point of view in a text and suggest alternative points of view (VCELY255)	<p>2.15 Task – Character Hot Seat</p>
	Interpreting, analysing, evaluating	Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking (VCELY256)	<p>1.1 Understanding Text 1.5 Comprehension – All Children Should Play Sport 1.9 Comprehension – Books Are Better than Films 1.13 Comprehension – Experience Teaches Us More than Books 2.1 Predicting 2.5 Comprehension – The Tortoise and the Hare 2.9 Comprehension – Kangaroo and Hermit Crab 2.10 Task – Compare Texts 2.13 Comprehension – The Fox and the Crow 3.1 Comprehension – Are We There Yet? 3.5 Comprehension – Sophie Scott Goes South 3.9 Comprehension – Diary of a Soccer Star 4.1 Comprehension – Review of The Angry Birds Movie 4.3 Comprehension – Review of Untitled 4.7 Making Connections 4.11 Comprehension – Review of UNO 5.1 Comprehension – Ant Antics 5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes 5.9 Comprehension – Impossible Invisibility Spray 5.13 Comprehension – How to Make an Earth Oven 6.1 Comprehension – Deadly D and Justice Jones: Making the Team 6.5 Comprehension – The Cinderella Letters 6.9 Visualising 6.10 Comprehension – Fantastic Mr Fox 6.13 Task – Fill in the Missing Words 7.1 Comprehension – How Does Milk Get to Your Fridge? 7.2 Summarising 7.5 Comprehension – BTN: Bark Canoe 7.9 Comprehension – Why Do the Seasons Change? 7.12 Comprehension – How Is Snooker Played? 7.15 Interpret Images 8.1 Comprehension – What Is Poetry? 8.4 Comprehension – Monkey 8.8 Comprehension – What Is a Cinquain? 8.12 Comprehension – What Is a Haiku?</p>

	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 (VCELY257)	<p>1.1 Understanding Text</p> <p>1.5 Comprehension – All Children Should Play Sport</p> <p>1.9 Comprehension – Books Are Better than Films</p> <p>1.13 Comprehension – Experience Teaches Us More than Books</p> <p>2.1 Predicting</p> <p>2.5 Comprehension – The Tortoise and the Hare</p> <p>2.9 Comprehension – Kangaroo and Hermit Crab</p> <p>2.13 Comprehension – The Fox and the Crow</p> <p>3.1 Comprehension – Are We There Yet?</p> <p>3.5 Comprehension – Sophie Scott Goes South</p> <p>3.9 Comprehension – Diary of a Soccer Star</p> <p>4.1 Comprehension – Review of The Angry Birds Movie</p> <p>4.3 Comprehension – Review of Untitled</p> <p>4.7 Making Connections</p> <p>4.11 Comprehension – Review of UNO</p> <p>5.1 Comprehension – Ant Antics</p> <p>5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes</p> <p>5.9 Comprehension – Impossible Invisibility Spray</p> <p>5.13 Comprehension – How to Make an Earth Oven</p> <p>6.1 Comprehension – Deadly D and Justice Jones: Making the Team</p> <p>6.5 Comprehension – The Cinderella Letters</p> <p>6.9 Visualising</p> <p>6.10 Comprehension – Fantastic Mr Fox</p> <p>7.1 Comprehension – How Does Milk Get to Your Fridge?</p> <p>7.2 Summarising</p> <p>7.5 Comprehension – BTN: Bark Canoe</p> <p>7.9 Comprehension – Why Do the Seasons Change?</p> <p>7.12 Comprehension – How Is Snooker Played?</p> <p>8.1 Comprehension – What Is Poetry?</p> <p>8.4 Comprehension – Monkey</p> <p>8.8 Comprehension – What Is a Cinquain?</p> <p>8.12 Comprehension – What Is a Haiku?</p>
	Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating) (VCELY258)	<p>1.11 Action Verbs</p> <p>1.15 Modal Verbs</p> <p>2.7 Saying Verbs</p> <p>3.6 Tense 1</p> <p>4.5 Thinking and Feeling Verbs</p> <p>4.12 Subject–Verb Agreement</p> <p>5.2 Tense 2</p> <p>7.7 Relating Verbs</p>

Writing

Strand	Sub-strand		
<i>Language</i>	Text structure and organisation	Understand that paragraphs are a key organisational feature of written texts (VCELA259)	1.10 Paragraphs 1 2.11 Paragraphs 2
		Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (VCELA260)	3.7 Contractions This descriptor is also covered by Spelling Spot (contractions). For more information see the Year 3 Spelling Spot Scope and Sequence .
	Expressing and developing ideas	Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (VCELA261)	4.9 Clauses 4.12 Subject–Verb Agreement
		Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (VCELA262)	1.11 Action Verbs 1.15 Modal Verbs 2.7 Saying Verbs 3.6 Tense 1 4.5 Thinking and Feeling Verbs 5.2 Tense 2 7.7 Relating Verbs
Phonics and word knowledge	Understand how to use letter–sound relationships and less common letter combinations to spell words (VCELA263)	This descriptor is covered by Spelling Spot (patterns). For more information see the Year 3 Spelling Spot Scope and Sequence .	

Literature	Creating literature	Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features (VCELT264)	<p>2.12 Task – Write a Fable</p> <p>2.14 Task – Change the Ending</p> <p>5.16 Taking Photos</p> <p>6.8 Task – Write a Letter to a Character</p> <p>6.14 Task – Publish Your Story</p> <p>6.15 Task – Write a Story from Pictures</p>
		Create texts that adapt language features and patterns encountered in literary texts (VCELT265)	<p>2.12 Task – Write a Fable</p> <p>6.12 Task – Write a Story</p> <p>6.15 Task – Write a Story from Pictures</p> <p>8.7 Task – Write Quatrains</p> <p>8.11 Task – Write a Cinquain</p> <p>8.14 Task – Write a Haiku</p>
Literacy	Creating texts	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 (VCELY266)	<p>1.4 Persuasive Essay Structure</p> <p>1.5 Comprehension – All Children Should Play Sport</p> <p>1.6 Persuasive Language</p> <p>1.8 Task – Convince Me!</p> <p>1.9 Comprehension – Books Are Better than Films</p> <p>1.12 Task – Create a Persuasive Poster</p> <p>1.16 Task – Write a Persuasive Essay</p> <p>2.5 Comprehension – The Tortoise and the Hare</p> <p>2.9 Comprehension – Kangaroo and Hermit Crab</p> <p>2.12 Task – Write a Fable</p> <p>2.13 Comprehension – The Fox and the Crow</p> <p>2.14 Task – Change the Ending</p> <p>2.15 Task – Character Hot Seat</p> <p>3.4 Task – Write a Recount about Yesterday</p> <p>3.5 Comprehension – Sophie Scott Goes South</p> <p>3.8 Task – Write an Animal Diary</p> <p>3.12 Task – Write a Recount about a Robot</p> <p>4.1 Comprehension – Review of The Angry Birds Movie</p> <p>4.2 Review Structure</p> <p>4.3 Comprehension – Review of Untitled</p> <p>4.4 Text Types</p> <p>4.6 Task – Review an Artwork</p> <p>4.10 Task – Review an Animation</p> <p>4.13 Task – Publish Your Review</p> <p>5.4 Procedural Text Structure</p> <p>5.5 Comprehension – Short Cuts to Glory: Smashed Potatoes</p> <p>5.8 Task – Write a Procedure</p> <p>5.9 Comprehension – Impossible Invisibility Spray</p> <p>5.12 Task – Write a Silly Science Procedure</p> <p>5.13 Comprehension – How to Make an Earth Oven</p> <p>6.1 Comprehension – Deadly D and Justice Jones: Making the Team</p> <p>6.2 Different Ways to Tell a Story</p> <p>6.8 Task – Write a Letter to a Character</p> <p>6.10 Comprehension – Fantastic Mr Fox</p> <p>6.12 Task – Write a Story</p> <p>6.14 Task – Publish Your Story</p> <p>6.15 Task – Write a Story from Pictures</p> <p>7.1 Comprehension – How Does Milk Get to Your Fridge?</p> <p>7.8 Task – Write an Explanation</p> <p>7.9 Comprehension – Why Do the Seasons Change?</p> <p>7.11 Task – Explain a Life Cycle</p> <p>7.12 Comprehension – How Is Snooker Played?</p> <p>7.14 Task – Write for a Younger Child</p> <p>7.16 Task – Publish Your Explanation</p> <p>8.1 Comprehension – What Is Poetry?</p> <p>8.4 Comprehension – Monkey</p> <p>8.7 Task – Write Quatrains</p> <p>8.8 Comprehension – What Is a Cinquain?</p> <p>8.11 Task – Write a Cinquain</p> <p>8.12 Comprehension – What Is a Haiku?</p> <p>8.14 Task – Write a Haiku</p> <p>8.15 Task – Publish Your Poetry</p>

	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (VCELY267)	<p>1.8 Task – Convince Me!</p> <p>1.12 Task – Create a Persuasive Poster</p> <p>1.16 Task – Write a Persuasive Essay</p> <p>2.12 Task – Write a Fable</p> <p>2.14 Task – Change the Ending</p> <p>3.3 Proofreading Skills</p> <p>3.4 Task – Write a Recount about Yesterday</p> <p>3.8 Task – Write an Animal Diary</p> <p>3.12 Task – Write a Recount about a Robot</p> <p>4.6 Task – Review an Artwork</p> <p>4.10 Task – Review an Animation</p> <p>4.13 Task – Publish Your Review</p> <p>5.8 Task – Write a Procedure</p> <p>5.12 Task – Write a Silly Science Procedure</p> <p>5.14 Editing Skills</p> <p>6.8 Task – Write a Letter to a Character</p> <p>6.12 Task – Write a Story</p> <p>6.14 Task – Publish Your Story</p> <p>6.15 Task – Write a Story from Pictures</p> <p>7.8 Task – Write an Explanation</p> <p>7.11 Task – Explain a Life Cycle</p> <p>7.14 Task – Write for a Younger Child</p> <p>7.16 Task – Publish Your Explanation</p> <p>8.7 Task – Write Quatrains</p> <p>8.11 Task – Write a Cinquain</p> <p>8.14 Task – Write a Haiku</p> <p>8.15 Task – Publish Your Poetry</p>
	Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.
	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (VCELY269)	<p>1.12 Task – Create a Persuasive Poster</p> <p>1.18 Design a Slideshow</p> <p>4.13 Task – Publish Your Review</p> <p>5.18 Revise Slideshow Design</p> <p>6.14 Task – Publish Your Story</p> <p>7.14 Task – Write for a Younger Child</p> <p>7.16 Task – Publish Your Explanation</p> <p>8.15 Task – Publish Your Poetry</p>

Speaking and Listening

Strand	Sub-strand		
<i>Language</i>	Language variation and change	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (VCELA270)	<p>5.13 Comprehension – How to Make an Earth Oven</p> <p>6.2 Different Ways to Tell a Story</p> <p>6.15 Task – Write a Story from Pictures</p>
	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 (VCELA271)	<p>1.2 Passionate Discussions</p> <p>2.15 Task – Character Hot Seat</p> <p>6.7 Different Ways to Write and Speak</p> <p>7.10 How Do We Learn?</p>
		Examine how evaluative language can be varied to be more or less forceful (VCELA272)	4.8 Evaluative Language
	Expressing and developing ideas	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)	<p>1.6 Persuasive Language</p> <p>1.14 Modal Adverbs</p> <p>1.15 Modal Verbs</p> <p>2.8 Character Profiles</p> <p>3.13 Synonyms</p> <p>4.8 Evaluative Language</p> <p>5.3 Precise Vocabulary</p> <p>5.11 Adjectives 2</p> <p>7.6 Technical Vocabulary</p>

<i>Literature</i>	Literature and context	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (VCELT274)	2.10 Task – Compare Texts 6.2 Different Ways to Tell a Story
<i>Literacy</i>	Interacting with others	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)	1.2 Passionate Discussions 1.17 Oral Presentation Skills 2.10 Task – Compare Texts 2.12 Task – Write a Fable 2.15 Task – Character Hot Seat 3.14 Revise Oral Presentation Skills 6.11 Task – Act It Out 7.10 How Do We Learn? 7.17 Revise Oral Presentation Skills
		Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)	6.11 Task – Act It Out

Note: Module 7.13 Statements, Questions and Exclamations revises content from the Year 1 Victorian Curriculum.

Note: Modules 1.3 Common and Proper Nouns, 1.7 Simple and Compound Sentences, 3.10 Pronouns, 3.11 Conjunctions, 5.15 Commas in Lists and 7.3 Alphabet/Dictionary Strategies revises content from the Year 2 Victorian Curriculum.

Note: Module 5.10 Prepositions is beyond the Year 3 achievement standard of the Victorian Curriculum.