The tables on these pages list the three language modes and their associated strands, sub-strands and content descriptions from the Western Australian Curriculum, and the English Stars 4 modules that match these descriptions.

Year 4 Western Australian Curriculum Match

Reading and Viewing

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Language variation and change	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 (ACELA1487)	1.4 Greek and Latin Roots 1.16 Borrowed Words 4.11 Slang, Colloquial and Formal Words
	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 (ACELA1488)	1.10 Effective Speaking 1.11 Non-Verbal Communication 4.11 Slang, Colloquial and Formal Words 5.2 Fact or Opinion 5.3 Persuasive Language 1 5.4 Task – Write Persuasive Paragraphs 5.8 Persuasive Language 2 5.17 Improve Your Speaking
		Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	5.2 Fact or Opinion 5.3 Persuasive Language 1 5.4 Task – Write Persuasive Paragraphs 5.8 Persuasive Language 2 5.11 Persuasive Essay Structure 5.12 Task – Write a Persuasive Essay
	Text structure and organisation	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	1.12 Design a Poster 1.15 Write a Speech 2.2 Information Report Structure 2.6 Informative Paragraphs 2.8 Task – Write an Information Report 3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.6 Plot 3.7 Task – From Plot to Story 3.10 Task – Rewrite Billy's Bad Day 3.12 Comic Strips 3.14 Tension and Suspense 4.6 Personal Response Structure 4.8 Task – Respond to Artwork 4.13 Task – Publish a Personal Response 5.2 Fact or Opinion 5.3 Persuasive Language 1 5.4 Task – Write Persuasive Paragraphs 5.8 Persuasive Language 2 5.11 Persuasive Essay Structure 5.12 Task – Write a Persuasive Essay 6.3 Description Text Structure 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 7.7 Task – Retell a Story 7.10 Plot Summary 7.11 Book Review Language 7.12 Book Review Structure
		Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	2.3 This, That, These, Those 4.9 Pronoun Reference 5.6 Sequence Words 5.7 Cause and Effect Words 5.14 Compare and Contrast Words
		Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	3.8 Quoted and Reported Speech 3.11 Quotation Marks 3.12 Comic Strips
		Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)	2.7 Websites and Readability

	Expressing and developing ideas	Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	1.7 Noun Phrases 5.10 Prepositional Phrases 6.8 Verb Phrases
		Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	3.8 Quoted and Reported Speech 3.12 Comic Strips
		Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	4.2 Adverbs 4.3 Adverb Phrases 4.7 Adverb Clauses 5.10 Prepositional Phrases
		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 (ACELA1496)	1.12 Design a Poster 1.17 Design a Slideshow 2.9 Compare Texts from Different Eras 3.3 Characters 3.4 Setting 3.12 Comic Strips 3.14 Tension and Suspense 4.13 Task – Publish a Personal Response 8.14 Task – Publish a Poem
		Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	2.8 Task – Write an Information Report 7.4 Task – Review a Film
	Phonics and word knowledge	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 (ACELA1779)	1.3 Doubling in Spelling 1.14 Prefixes 2.4 Suffixes 2.12 Consonant Clusters 4.4 Homophones 4.10 Tricky Homophones 5.15 Plural Rules 7.3 Spelling Rules This descriptor is also covered by Spelling Spot (patterns, compound words, prefixes and suffixes). For more information see the Year 4 Spelling Spot Scope and Sequence.
		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 (ACELA1828)	This descriptor is covered by Spelling Spot (patterns, prefixes and suffixes). For more information see the Year 4 Spelling Spot Scope and Sequence.
Literature	Literature and context	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	7.2 Genres 7.9 Different Stories, Similar Ideas
	Responding to literature	Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	1.1 Comprehension – The Origins of English 1.5 Comprehension – A Trip to the Australian War Memorial 1.9 Comprehension – Skateboarding in Afghanistan 1.13 Comprehension – Finding a Hero 2.1 Comprehension – The Giraffe 2.5 Comprehension – Buderim 2.13 Comprehension – Visit Wales 3.1 Comprehension – The Curious Dictionary 3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.5 Comprehension – The Monster in the Roof 3.6 Plot 3.9 Comprehension – Billy's Bad Day 3.10 Task – Rewrite Billy's Bad Day 3.13 Comprehension – The Sapphire Robbery 3.14 Tension and Suspense 4.1 Comprehension – Matrix Blast Review 4.5 Comprehension – Mona Lisa 5.1 Comprehension – BTN: Free Range 5.5 Comprehension – The Case For Homework 5.9 Comprehension – The Case Against Homework

			5.13 Comprehension – Explore the Stars! 5.16 Comprehension – BTN: Debating Championships 6.1 Comprehension – Streetscape 6.5 Comprehension – Who Am I? 7.1 Comprehension – Somewhere Around the Corner 7.2 Genres 7.5 Comprehension – At the Creek 7.6 Reflect on Characters 7.7 Task – Retell a Story 8.1 Comprehension – Rosie's Scowl 8.5 Comprehension – Brodie B Buckles and Barnabas Blake 8.9 Comprehension – Six Limericks 8.13 Task – Discuss Poetry
		Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	7.2 Genres 7.4 Task – Review a Film 7.11 Book Review Language
	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 (ACELT1605)	3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.6 Plot 3.14 Tension and Suspense 7.6 Reflect on Characters 7.9 Different Stories, Similar Ideas 7.10 Plot Summary 7.12 Book Review Structure
		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 (ACELT1606)	8.1 Comprehension – Rosie's Scowl 8.2 Poetic Language 8.4 Rhyme 8.6 Spoonerisms 8.7 Neologisms 8.8 Task – Write Quatrain Poems 8.10 Puns 8.11 Limericks 8.12 Task – Write an Acrostic Poem 8.13 Task – Discuss Poetry 8.14 Task – Publish a Poem
Literacy	Texts in context	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)	2.9 Compare Texts from Different Eras 7.9 Different Stories, Similar Ideas
	Interpreting, analysing, evaluating	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	1.15 Write a Speech 2.2 Information Report Structure 2.10 Informative Language Features 3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.6 Plot 3.7 Task – From Plot to Story 3.10 Task – Rewrite Billy's Bad Day 3.12 Comic Strips 3.14 Tension and Suspense 4.6 Personal Response Structure 4.8 Task – Respond to Artwork 5.2 Fact or Opinion 5.3 Persuasive Language 1 5.4 Task – Write Persuasive Paragraphs 5.8 Persuasive Language 2 5.11 Persuasive Essay Structure 6.3 Description Text Structure 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 7.2 Genres 7.4 Task – Review a Film 7.7 Task – Retell a Story 7.8 Task – Write Comprehension Questions 7.10 Plot Summary

			7.11 Book Review Language 7.12 Book Review Structure 8.13 Task – Discuss Poetry
		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 (ACELY1691)	1.1 Comprehension – The Origins of English 1.5 Comprehension – A Trip to the Australian War Memorial 1.9 Comprehension – Skateboarding in Afghanistan 1.13 Comprehension – Finding a Hero 2.1 Comprehension – The Giraffe 2.5 Comprehension – Buderim 2.11 New Vocabulary 1 2.13 Comprehension – Visit Wales 3.1 Comprehension – The Curious Dictionary 3.5 Comprehension – The Monster in the Roof 3.9 Comprehension – Billy's Bad Day 3.13 Comprehension – The Sapphire Robbery 4.1 Comprehension – Matrix Blast Review 4.5 Comprehension – Mona Lisa 5.1 Comprehension – BTN: Free Range 5.5 Comprehension – The Case For Homework 5.9 Comprehension – The Case Against Homework 5.13 Comprehension – Explore the Stars! 5.16 Comprehension – BTN: Debating Championships 6.1 Comprehension – Streetscape 6.5 Comprehension – Who Am I? 7.1 Comprehension – Somewhere Around the Corner 7.5 Comprehension – At the Creek 7.8 Task – Write Comprehension Questions 7.12 Book Review Structure 8.1 Comprehension – Rosie's Scowl 8.3 New Vocabulary 2 8.5 Comprehension – Brodie B Buckles and Barnabas Blake 8.9 Comprehension – Six Limericks
		Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	1.1 Comprehension – The Origins of English 1.5 Comprehension – A Trip to the Australian War Memorial 1.6 Effective Listening 1.9 Comprehension – Skateboarding in Afghanistan 1.11 Non-Verbal Communication 1.13 Comprehension – Finding a Hero 2.1 Comprehension – The Giraffe 2.5 Comprehension – Buderim 2.11 New Vocabulary 1 2.13 Comprehension – Visit Wales 3.1 Comprehension – The Curious Dictionary 3.5 Comprehension – The Monster in the Roof 3.9 Comprehension – Billy's Bad Day 3.13 Comprehension – The Sapphire Robbery 4.1 Comprehension – Matrix Blast Review 4.5 Comprehension – Mona Lisa 5.1 Comprehension – BTN: Free Range 5.5 Comprehension – The Case For Homework 5.9 Comprehension – The Case Against Homework 5.13 Comprehension – Explore the Stars! 5.16 Comprehension – BTN: Debating Championships 6.1 Comprehension – Streetscape 6.5 Comprehension – Who Am I? 7.1 Comprehension – Somewhere Around the Corner 7.5 Comprehension – At the Creek 7.8 Task – Write Comprehension Questions 7.9 Different Stories, Similar Ideas 8.1 Comprehension – Rosie's Scowl 8.3 New Vocabulary 2 8.5 Comprehension – Brodie B Buckles and Barnabas Blake 8.9 Comprehension – Six Limericks

Writing

Strand	Sub-strand	Content Descriptions	English Stars Modules
Language	Phonics and word knowledge	Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)	4.4 Homophones 4.10 Tricky Homophones This descriptor is also covered by Spelling Spot (homophones). For more information see the Year 4 Spelling Spot Scope and Sequence.
Literature	Creating literature	Create literary texts that explore students' own experiences and imagining (ACELT1607)	3.2 What Is a Story? 3.3 Characters 3.4 Setting 3.7 Task – From Plot to Story 3.10 Task – Rewrite Billy's Bad Day 3.14 Tension and Suspense 7.7 Task – Retell a Story 8.8 Task – Write Quatrain Poems 8.12 Task – Write an Acrostic Poem
		Create literary texts by developing storylines, characters and settings (ACELT1794)	3.3 Characters 3.4 Setting 3.6 Plot 3.7 Task – From Plot to Story 3.10 Task – Rewrite Billy's Bad Day 3.14 Tension and Suspense 7.7 Task – Retell a Story
Literacy	Creating texts	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 (ACELY1694)	1.15 Write a Speech 1.17 Design a Slideshow 2.8 Task – Write an Information Report 3.3 Characters 3.6 Plot 3.7 Task – From Plot to Story 3.10 Task – Rewrite Billy's Bad Day 4.8 Task – Respond to Artwork 4.13 Task – Publish a Personal Response 5.11 Persuasive Essay Structure 5.12 Task – Write a Persuasive Essay 6.3 Description Text Structure 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 7.4 Task – Review a Film 7.8 Task – Write Comprehension Questions 8.8 Task – Write Quatrain Poems 8.12 Task – Write an Acrostic Poem 8.14 Task – Publish a Poem
		Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	2.8 Task – Write an Information Report 3.7 Task – From Plot to Story 4.8 Task – Respond to Artwork 4.12 Sentences 4.13 Task – Publish a Personal Response 5.4 Task – Write Persuasive Paragraphs 5.12 Task – Write a Persuasive Essay 6.4 Task – Describe a Subject 6.7 Task – Describe a Minibeast 7.4 Task – Review a Film 7.7 Task – Retell a Story 8.8 Task – Write Quatrain Poems 8.12 Task – Write an Acrostic Poem 8.14 Task – Publish a Poem
		Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)	Throughout English Stars students will have opportunities to practise their handwriting fluency and automaticity.
		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 (ACELY1697)	1.12 Design a Poster 1.17 Design a Slideshow 4.13 Task – Publish a Personal Response 8.14 Task – Publish a Poem

Speaking and Listening

Strand	Sub-strand	Content Descriptions	English Stars Modules
Literacy	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 (ACELY1687)	1.6 Effective Listening 1.9 Comprehension – Skateboarding in Afghanistan 1.10 Effective Speaking
		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 (ACELY1688)	1.10 Effective Speaking 5.17 Improve Your Speaking 8.13 Task – Discuss Poetry
		Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)	1.10 Effective Speaking 1.11 Non-Verbal Communication 1.15 Write a Speech 1.17 Design a Slideshow 5.11 Persuasive Essay Structure 5.17 Improve Your Speaking

Note: Modules 6.2 Adjectives 1 and 6.6 Adjectives 2 revises content from the Year 2 Western Australian Curriculum.

Note: Modules 1.2 Past Tense and 1.8 Contractions revises content from the Year 3 Western Australian Curriculum.