**Cross Curriculum Priorities**

- **English Program Year 3**
- **Huntingdale Primary School - A Local Public School**

**Year 3 Achievement Standard**

**Receptive modes (listening, reading and viewing)**

By the end of Year 3, students understand how context can be organised using different text structures depending on the purpose of the text. They understand how language features, images, vocabulary choices are used for different effects. They use references to support their reading or hearing in a particular text.

**Productive modes (speaking, writing and creating)**

Students understand how language features, images, vocabulary choices are used for different effects. They use references to support their reading or hearing in a particular text.

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**LITERATURE**

**Understand that languages have different written and visual communication systems, different traditions and different ways of connecting meaning**

- Learning that a text can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

**Understand that language can be used to create or express different meanings for different audiences**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

**Understand that language can be used to create or express different meanings for different audiences**

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**LINGUISTICS**

**Understand the roles of words and expressions in different texts, and how they contribute to the overall meaning**

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**LITERACY**

**Understand that language can be used to create or express different meanings for different audiences**

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**FILTER TO THE MODE OF WRITING**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

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**FILTER TO THE MODE OF READING AND VIEWING**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

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**FILTER TO THE MODE OF TALKING AND SPEAKING**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

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**FILTER TO THE MODE OF LISTENING**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

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**FILTER TO THE MODE OF ACTIVITY**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

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**FILTER TO THE MODE OF MATH**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

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**FILTER TO THE MODE OF MOVING**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

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**FILTER TO THE MODE OF DANCE**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

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**FILTER TO THE MODE OF MUSIC**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

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**FILTER TO THE MODE OF ARTS**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.

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**FILTER TO THE MODE OF HISTORY**

- Learning that a story can only be understood when it is read with the right context. For example, in 1994, there were different laws and traditions that allowed people to sell land and sign documents, which were often dictated by the context and the audience.