English

_____ – Year 5

Term _____ Week _____

Year 5 Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Year 5 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.
Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Language	Literature	Literacy
Language Variation and Change □ Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500) **Language for interaction** □ Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501) □ Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) **Text Structure and Organisation** □ Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) □ Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505) □ Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506) □ Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797) **Expressing and Developing Ideas** □ Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) □ Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) □ Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511) □ Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512) □ Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513) □ Recognise uncommon plurals, for example 'foci' (ACELA1514)	**Literature and context** □ Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) **Responding to Literature** □ Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) □ Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795) **Examining Literature** □ Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) □ Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611) **Creating Literature** □ Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612) □ Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	**Texts in Context** □ Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) **Interacting with Others** □ Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) □ Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) □ Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) **Interpreting, Analysing, Evaluating** □ Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) □ Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702) □ Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703) **Creating Texts** □ Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) □ Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705) □ Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706) □ Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

First Steps Resources/Links

Language
ACELA1500 (RMD Con)
ACELA1501 (SLRB 100-117) (SLMD CU)
ACELA1502 (SLMD CU)
ACELA1504 (SLRB 108-109) (SLMD CU) (WMD Con)
ACELA1505 (WRB 38-138, 140) (WMD UoT) (SLRB 46-99, 137) (SLMD UoT) (VRB 18-68) (VMD UoT)
ACELA1506 (RRB 114, 133-136) (RMD P&S) (WRB 189-196) (WMD Con) (SLMD UoT)
ACELA1507 (WRB 186) (WMD Con)
ACELA1797 (RRB 96-99, 104-105) (RMD Con) (WRB 38-138) (WMD UoT) (VRB 18-68, 146-148) (VMD UoT)
ACELA1508 (WRB 187-192) (WMD Con) (SLRB 141-146) (SLMD Con)
ACELA1511 (WRB 187-192) (WMD Con) (RRB 87-94) (SLMD Con)
ACELA1512 (WRB 18-68, 148) (VMD UoT, CU, Con) (RMD CU)
ACELA1513 (RRB 87-94) (RMD Con) (WMD Con) (SLRB 137-141) (SLMD Con)
ACELA1514 (RMD Con) (WRB 161-165) (WMD Con)
ACELA1514 (RMD Con) (WMD Con)

Literature
ACELT1608 (RRB 56-58) (RMD CU) (VRB 74-77) (VMD UoT, CU)
ACELT1609 (RRB 59-65) (RMD CU) (WRB 140-150) (WMD CU) (VRB 82-94) (VMD UoT, CU)
ACELT1795 (RRB 59-65, 104-105) (RMD CU) (WRB 140-150) (WMD CU) (SLRB 111-116) (SLMD CU) (VRB 82-94) (VMD UoT, CU)
ACELT1610 (RRB 59-65, 68) (RMD CU) (WRB 140-150) (WMD CU) (VRB 82-94) (VMD CU)
ACELT1611 (WRB 48-73, 140-150) (WMD CU, Con) (RRB 104-105) (RMD UoT) (VRB 82-94) (VMD CU)
ACELT1612 (WRB 48-73, 141, 210-233) (WMD UoT, CU, Con, P&S) (VRB 18-68, 82-94, 146-148) (VMD UoT, Con)
ACELT1798 (WRB 38-138, 140-150, 190-192, 210-233) (WMD UoT, CU, Con, P&S) (VRB 18-68, 82-94, 146-148) (VMD UoT, Con)

Literacy
ACELY1698 (WRB 140-150, 190-192) (WMD CU, Con) (RRB 59-65, 87-94, 104-105) (RMD CU) (SLRB 100-116, 137-141) (SLMD CU, Con) (VRB 82-94) (VMD CU)
ACELY1699 (SLRB 132-140, 155-157) (SLMD UoT, CU, Con, P&S)
ACELY1796 (SLRB 67-75, 137-141, 143-146, 156) (SLMD UoT, CU, Con, P&S)
ACELY1700 (SLRB 46-99, 103-104, 11-116, 166-183) (SLMD UoT, CU, Con, P&S) (WMD 148) (VMD Con)
ACELY1701 (RRB 59-65, 104-105) (RMD CU, Con) (WRB 38-138, 138-150) (WMD UoT, CU) (VRB 18-68, 82-94, 146-148) (VMD UoT, CU, Con)
ACELY1702 (RRB 104-105, 112-122, 133-170) (RMD UoT, P&S) (VRB 146-148, 156-160) (VMD UoT, P&S)
ACELY1703 (RRB 112-122, 133-170) (RMD UoT) (VRB 146-148, 156-160) (VMD UoT, P&S)
ACELY1704 (RRB 104-105) (WRB 38-138, 138-150, 201, 210-233) (WMD UoT, CU, Con, P&S) (VRB 18-68, 82-94, 146-148) (VMD UoT, CU, Con, P&S)
ACELY1705 (RRB 104-105) (RMD Con) (WRB 219-228) (WMD P&S)
ACELY1706
ACELY1707 (WRB 38-138, 210-233) (WMD UoT, P&S) (VRB 18-68, 146-148) (VMD UoT, P&S)

General Capabilities	Cross-Curriculum Priorities
□ **Literacy** (ACELA1500) (ACELA1501) (ACELA1502) (ACELA1504) (ACELA1505) (ACELA1506) (ACELA1797) (ACELA1507) (ACELA1508) (ACELA1511) (ACELA1512) (ACELA1513) (ACELA1514) (ACELT1608) (ACELT1609) (ACELT1795) (ACELT1610) (ACELT1611) (ACELT1612) (ACELT1798) (ACELY1698) (ACELY1699) (ACELY1796) (ACELY1700) (ACELY1701) (ACELY1702) (ACELY1703) (ACELY1704) (ACELY1705) (ACELY1706) (ACELY1707) □ **Numeracy** (ACELA1797) □ **Information and Communication Technology Capability** (ACELA1797) (ACELA1511) (ACELT1609) (ACELT1795) (ACELT1612) (ACELT1798) (ACELY1700) (ACELY1702) (ACELY1703) (ACELY1704) (ACELY1707) □ **Critical and Creative Thinking** (ACELA1501) (ACELA1502) (ACELA1504) (ACELA1507) (ACELA1511) (ACELT1608) (ACELT1609) (ACELT1795) (ACELT1610) (ACELT1611) (ACELT1612) (ACELT1798) (ACELY1698) (ACELY1699) (ACELY1796) (ACELY1700) (ACELY1701) (ACELY1702) (ACELY1703) (ACELY1704) □ **Personal and Social Capability** (ACELA1501) (ACELA1502) (ACELT1608) (ACELT1609) (ACELT1795) (ACELT1610) (ACELY1698) (ACELY1699) (ACELY1796) (ACELY1700) □ **Ethical Understanding** (ACELT1609) □ **Intercultural Understanding** (ACELA1500) (ACELA1501) (ACELT1608) (ACELT1610)	□ **Sustainability** (ACELT1609) (ACELT1610) (ACELT1611) (ACELY1701) (ACELY1702) (ACELY1703) □ **Aboriginal and Torres Strait Islander Histories and Cultures** (ACELA1500) (ACELA1501) (ACELT1608) (ACELT1611) □ **Asia and Australia's Engagement with Asia** (ACELA1500) (ACELA1501) (ACELT1608) (ACELT1610)

Baynton West
PRIMARY SCHOOL

English Block							
	Previewing the Day	Print Walk	Spelling	Reading	Writing	Handwriting	Plenary
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Speaking and Listening Procedures
- □ Modelled Speaking and Listening
- □ Language in Action
- □ Substantive Conversations
- □ Exploratory Talk
- □ Investigating language in a Communicative Environment
- □ Scaffolding
- □ Small-Group Inquiry

Reading Procedures
- □ Reading to Students
- □ Modelled Reading
- □ Language Experience
- □ Shared Reading
- □ Guided Reading
- □ Book Discussion Groups
- □ Independent Reading

Writing Procedures
- □ Modelled Writing
- □ Language Experience
- □ Shared Writing
- □ interactive Writing
- □ Guided Writing
- □ Independent Writing
- □ Authors Chair

At the end of this learning sequence students will be able to:
- □ _____
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- □ _____
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- □ _____
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- □ _____
- □ _____

Assessment

□ Anecdotal Notes	
□ Formative Assessment	
□ Summative Assessment	
□ Diagnostic Assessment	
□ Checklist	
□ Matrix	
□ Conference	
□ Video	
□ Photographic	
□ Peer assessment	
□ Self Assessment	
□ Work Sample	
□ Other	

Achievement Standard

Receptive
Listening, Reading and Viewing

Achievement Standards List	Suggested Evidence
● explain how text structures assist in understanding the text.	
● understand how language features, images and vocabulary influence interpretations of characters, settings and events.	
● analyse and explain literal and implied information from a variety of texts.	
● describe how events, characters and settings in texts are depicted and explain their own responses to them.	
● listen and ask questions to clarify content.	

Achievement Standard

Productive
Speaking, Writing and Creating

Achievement Standards List	Suggested Evidence
● use language features to show how ideas can be extended.	
● develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.	
● create a variety of sequenced texts for different purposes and audiences.	
● make presentations and contribute actively to class and group discussions, taking into account other perspectives.	
● demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.	