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| --- |
| Year 5 EnglishCurriculum and assessment plan[Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level in the Australian Curriculum: English. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable)  |
| --- | --- |
| The English curriculum is built around the 3 interrelated strands of *Language, Literature* and *Literacy*. Together, the 3 strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.In Year 5, students interact with audiences for different purposes.Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts may include film and digital texts, novels, poetry, non-fiction and dramatic performances. The features of these texts may be used by students as models for creating their own work.The range of literary texts for Foundation to Year 10 comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.Literary texts that support and extend students in Year 5 as independent readers may include complex sequences of events, elaborated events including flashbacks and shifts in time, and a range of characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and imagined settings. Informative texts may supply technical information and/or content about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures may include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features may include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of images and graphics. Texts may reveal that the English language is dynamic and changes over time.Year 5 students create a range of imaginative, informative and persuasive types of texts that may include narratives, procedures, performances, reports, reviews, poetry, arguments and explanations for particular purposes and audiences.From Year 5 onwards, students continue to develop legible handwriting. | Describe the context and cohort. Consider the following to make informed professional decisions during the planning process:* + relevant student data and information, e.g. achievement data
	+ available resources, e.g. timetabling
	+ school and sector priorities.

[Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | Unit 2  | Unit 3 | Unit 4 |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- | --- | --- |
| Language | 1 | 2 | 3 | 4 | Literature | 1 | 2 | 3 | 4 | Literacy  | 1 | 2 | 3 | 4 |
| **Language for interacting with others**understand that language is selected for social contexts and that it helps to signal social roles and relationshipsAC9E5LA01 | [ ]  | [ ]  | [ ]  | [ ]  | **Literature and contexts**identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by First Nations Australian, and wide-ranging Australian and world authorsAC9E5LE01 | [ ]  | [ ]  | [ ]  | [ ]  | **Texts in context**describe the ways in which a text reflects the time and place in which it was createdAC9E5LY01 | [ ]  | [ ]  | [ ]  | [ ]  |
| understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sourcesAC9E5LA02 | [ ]  | [ ]  | [ ]  | [ ]  | **Engaging with and responding to literature**present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of othersAC9E5LE02 | [ ]  | [ ]  | [ ]  | [ ]  | **Interacting with others**use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or ideaAC9E5LY02 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Text structure and organisation**describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in textsAC9E5LA03 | [ ]  | [ ]  | [ ]  | [ ]  | **Examining literature**recognise that the point of view in a literary text influences how readers interpret and respond to events and charactersAC9E5LE03 | [ ]  | [ ]  | [ ]  | [ ]  | **Analysing, interpreting and evaluating**explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the textAC9E5LY03 | [ ]  | [ ]  | [ ]  | [ ]  |
| understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the textAC9E5LA04 | [ ]  | [ ]  | [ ]  | [ ]  | examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songsAC9E5LE04 | [ ]  | [ ]  | [ ]  | [ ]  | navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirmingAC9E5LY04 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Language for expressing and developing ideas**understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effectAC9E5LA05 | [ ]  | [ ]  | [ ]  | [ ]  | **Creating literature**create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experiencedAC9E5LE05 | [ ]  | [ ]  | [ ]  | [ ]  | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideasAC9E5LY05 | [ ]  | [ ]  | [ ]  | [ ]  |
| understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or ideaAC9E5LA06 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  | **Creating texts**plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuationAC9E5LY06 | [ ]  | [ ]  | [ ]  | [ ]  |
| explain how the sequence of images in print, digital and film texts has an effect on meaningAC9E5LA07 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  | plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital featuresAC9E5LY07 | [ ]  | [ ]  | [ ]  | [ ]  |
| understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of wordsAC9E5LA08 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  | **Phonic and word knowledge**use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciationsAC9E5LY08 | [ ]  | [ ]  | [ ]  | [ ]  |
| use commas to indicate prepositional phrases, and apostrophes where there is multiple possessionAC9E5LA09 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  | build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisationsAC9E5LY09 | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |  |  |  |  | explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a wordAC9E5LY10 | [ ]  | [ ]  | [ ]  | [ ]  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units |  | Cross-curriculum priorities | Units |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking  | [ ]  | [ ]  | [ ]  | [ ]  |  | Aboriginal and Torres Strait Islander histories and cultures | [ ]  | [ ]  | [ ]  | [ ]  |
| Digital literacy  | [ ]  | [ ]  | [ ]  | [ ]  |  | Asia and Australia’s engagement with Asia | [ ]  | [ ]  | [ ]  | [ ]  |
| Ethical understanding | [ ]  | [ ]  | [ ]  | [ ]  |  | Sustainability | [ ]  | [ ]  | [ ]  | [ ]  |
| Intercultural understanding | [ ]  | [ ]  | [ ]  | [ ]  |
| Literacy  | [ ]  | [ ]  | [ ]  | [ ]  |
| Numeracy | [ ]  | [ ]  | [ ]  | [ ]  |
| Personal and social capability | [ ]  | [ ]  | [ ]  | [ ]  |

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