# Year 5 English
# Curriculum and assessment plan

Example

| Level description | Context and cohort considerations |
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| 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.<br><br>In Year 5, students interact with audiences for different purposes.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>From Year 5 onwards, students continue to develop legible handwriting. | In Year 5, students continue to develop their interacting, speaking, reading and writing skills, building on what has been taught in Year 4.<br><br>The units in this curriculum and assessment plan are designed to engage Year 5 learners and are written within the context of the level description. Additionally, the curriculum and assessment plan for this example is based on a year level plan where writing, speaking and interacting are taught and assessed across learning areas. Year 5 students complete NAPLAN testing in Term 1. |

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| Unit 1 — From object to story | Unit 2 — Who's returning for the sequel? | Unit 3 — Neighbouring news | Unit 4 — Selling stories |
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| **Duration: 10 weeks** | **Duration: 10 weeks** | **Duration: 10 weeks** | **Duration: 10 weeks** |
| Often serving as inspiration in texts, objects have the potential to prompt creative and interesting imaginative stories. In this unit, students engage in creative thinking and writing, exploring how everyday items may inspire their own short stories. | Memorable fictional characters are often those students look forward to seeing again in a possible sequel. In this unit, students consider the concept of sequels in novels and form their own opinions related to why they like a particular character and why the character should be considered for a proposed sequel. | Engaging with reports of current local events provides students with real-life connections to their community. In this unit, students explore messages from the media about current local events, considering how informative texts use a range of strategies to present ideas. | Commercials provide an engaging context for students to examine the different ways in which narrative elements can be used. To hold attention and advertise a product or idea they often contain narrative elements, making them a contemporary and interactive form of storytelling. In this unit, students examine the imaginative world of commercials, exploring how they tell stories. |
| During the unit, students read, view and interpret short stories. Students examine descriptive stories and texts, and how authors use imagery to describe everyday objects. Throughout the unit, students are guided to select an object for their own short story and interact with peers to discuss how the object could be used in a narrative. They may explore how objects are described and have meaning in narratives (e.g. a train could symbolise a journey in a story). | To do this, students read a class novel in which they interpret and respond to the characters presented. Students examine and consider how the effects of imagery, themes and figurative language used by the author influence audiences to draw conclusions about a character. As students form opinions about characters in the novel, they consider the character they believe deserves a place in a proposed sequel. | Throughout this unit, students listen to, read and view a range of print and digital media texts about current local events and consider how these messages are presented to audiences including themselves. Students consider an event of interest to them and gather several informative texts about this event. | Through engaging with commercials, students examine how they present and explore the same narrative elements (e.g. setting, characters and complication) depicted in stories explored in the unit. |
| In preparation for their own short story, students are given opportunities to experiment with and practise using figurative language, storylines, characters, and settings. Through these opportunities, students further develop their creative ideas for their own narrative, considering how their selected object may be used in the development of their story. | To build on their knowledge and understanding of how persuasive texts are structured, students view, listen to, read, and interpret persuasive speeches. They examine how vocabulary is used to express greater precision of meaning, to influence audiences. These persuasive speech examples may be used as models for students' own speech to advocate for a sequel including a chosen character. | To prepare students for their own informative response, students read, view and interpret several digital news reports. As they do this, students explore how informative media reports use technical information and content about an event and how these reports use various text structures and language features (including images and graphics) to inform audiences. These multimodal written report examples may be used as models for students for their own multimodal written news report for an online local news publication. | As they prepare for their own multimodal spoken presentation, students read and view explanations of how commercials, through their narrative can influence and appeal to an audience. They identify how various modes are used to support commercial messages (e.g. images and music). By appreciating how commercials are composed they can propose why a commercial is effective. Additionally, students are given an opportunity to interact with their peers through a Q&A session. |

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| | Assessment | Term/week | Assessment | Term/week | Assessment | Term/week | Assessment | Term/week |
| Assessment | **Assessment 1 — Written short story**<br>**Description:** Students plan, create, edit, and publish a short story that includes an object selected during the unit for an audience of their peers.<br><br>**Technique:** Extended response<br><br>**Mode:** Written<br><br>**Conditions:**<br>• 200–300 words | Week 8 | **Assessment 2 — Spoken persuasive**<br>Students plan, create, rehearse, and deliver a persuasive argument, advocating for a particular character to be included in the novel's proposed sequel.<br><br>**Technique:** Extended response<br><br>**Mode:** Spoken/signed<br><br>**Conditions:**<br>• 2–2.5 minutes | Week 8 | **Assessment 3 — Written multimodal report**<br>Students plan, create, edit, and publish a news report for an online local current events page.<br><br>**Technique:** Extended response<br><br>**Mode:** Written multimodal<br><br>**Conditions:**<br>• 200–300 words | Week 9 | **Assessment: 4 — Spoken multimodal with interacting**<br>Students plan, create, rehearse, and deliver a presentation, to explain why a commercial should win the 'Best commercial with a story category'. Students explain how narrative elements are presented in their commercial including:<br><br>• characters and their purpose<br>• the role of setting<br>• the role of the complication.<br><br>Students interact with others and share, develop, and expand on ideas through a Q&A at the end of their spoken-multimodal presentation.<br><br>**Technique:** Extended response<br><br>**Mode:** Spoken multimodal<br><br>**Conditions:**<br>• 2–2.5 minutes | Week 8 |

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| **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. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

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| **Moderation** | **Calibration:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area. | **Expert:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area. | **Consensus:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area. | **Consensus:** Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area. |

| Content descriptions | Units | | | | Content descriptions | Units | | | | Content descriptions | Units | | | |
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| **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 relationships AC9E5LA01 | ☐ | ☐ | ☐ | ☑ | **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 authors AC9E5LE01 | ☐ | ☑ | ☐ | ☑ | **Texts in context** describe the ways in which a text reflects the time and place in which it was created AC9E5LY01 | ☐ | ☑ | ☐ | ☑ |
| understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources AC9E5LA02 | ☑ | ☐ | ☑ | ☑ | **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 others AC9E5LE02 | ☑ | ☑ | ☐ | ☑ | **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 idea AC9E5LY02 | ☐ | ☐ | ☐ | ☑ |
| **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 texts AC9E5LA03 | ☑ | ☑ | ☑ | ☑ | **Examining literature** recognise that the point of view in a literary text influences how readers interpret and respond to events and characters AC9E5LE03 | ☐ | ☑ | ☐ | ☑ | **Analysing, interpreting and evaluating** explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03 | ☐ | ☑ | ☐ | ☑ |
| 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 text AC9E5LA04 | ☑ | ☑ | ☑ | ☑ | examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs AC9E5LE04 | ☐ | ☑ | ☐ | ☑ | navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming AC9E5LY04 | ☐ | ☑ | ☐ | ☑ |
| **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 effect AC9E5LA05 | ☑ | ☑ | ☑ | ☑ | **Creating literature** create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced AC9E5LE05 | ☑ | ☐ | ☐ | ☑ | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas AC9E5LY05 | ☐ | ☑ | ☐ | ☑ |
| understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea AC9E5LA06 | ☑ | ☑ | ☑ | ☑ | | | | | | **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 punctuation AC9E5LY06 | ☑ | ☐ | ☑ | ☐ |
| explain how the sequence of images in print, digital and film texts has an effect on meaning AC9E5LA07 | ☑ | ☐ | ☑ | ☑ | | | | | | 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 features AC9E5LY07 | ☐ | ☑ | ☐ | ☑ |

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| 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 words AC9E5LA08 | ☑ | ☑ | ☑ | ☑ | | | | **Phonic and word knowledge** use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations AC9E5LY08 | ☑ | ☑ | ☑ | ☑ |
| use commas to indicate prepositional phrases, and apostrophes where there is multiple possession AC9E5LA09 | ☑ | ☐ | ☑ | ☐ | | | | build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations AC9E5LY09 | ☑ | ☐ | ☑ | ☐ |
| | | | | | | | | explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word AC9E5LY10 | ☑ | ☐ | ☑ | ☑ |

| General capabilities | Units | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| Critical and creative thinking | ☑ | ☑ | ☐ | ☑ |
| Digital literacy | ☑ | ☐ | ☑ | ☑ |
| Ethical understanding | ☐ | ☑ | ☑ | ☐ |
| Intercultural understanding | ☐ | ☑ | ☐ | ☐ |
| Literacy | ☑ | ☑ | ☑ | ☑ |
| Numeracy | ☐ | ☐ | ☐ | ☐ |
| Personal and social capability | ☑ | ☐ | ☐ | ☑ |

| Cross-curriculum priorities | Units | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| Aboriginal and Torres Strait Islander histories and cultures | ☑ | ☑ | ☑ | ☑ |
| Asia and Australia's engagement with Asia | ☑ | ☑ | ☑ | ☑ |
| Sustainability | ☐ | ☐ | ☑ | ☑ |