Year 5 plan — Australian Curriculum: English

Implementation year: School name:

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| Identify curriculum | Year level description  (highlighted aspects indicate differences from the previous year level) | 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. | | | |
| 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. | | | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>. | | | |
| Teaching and learning | Term overview | Term 1 | Term 2 | Term 3 | Term 4 |
| **Literary texts**  Students explore and interpret interpersonal relationships and ethical dilemmas represented in literary texts, including film and digital texts.  Students discuss then create a multimodal review of their chosen text, considering how it conveys different perspectives about ethical dilemmas and their impact on interpersonal relationships. | **Navigating informative texts**  Students listen to, read, view, interpret and evaluate a range of informative texts, including various types of [media texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=media+texts), newspapers, film, [digital and nonfiction texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=digital+texts).  Students create an informative report using technical and content information about a topic of interest.  Students read a peer’s informative report, interpreting and analysing it to provide feedback. | **Building on the aesthetic**  Students understand, interpret, experiment and enjoy exploring sound devices and imagery, including simile, metaphor and personification in poetry; songs; anthems and odes.  Students create an imaginative poetry performance to adapt imaginative ideas and convey emotion. | **Exemplar unit: Relationships and problems in stories**  Students explore a range of non-stereotypical characters and elaborated events, including flashbacks and shifts in time in junior and early adolescent novels.  Students create an imaginative narrative, which explores themes of interpersonal relationships and ethical dilemmas between two characters in real-world or fantasy settings. |
| Aboriginal and Torres Strait Islander perspectives | English provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander storytelling traditions and contemporary literature * Social, historical and cultural contexts associated with different uses of language and textual features in Australian Indigenous societies * The diversity of Indigenous experiences and their representation in literature and other texts.   English articulates aspects of the languages, literatures and literacies of Aboriginal peoples and Torres Strait Islander peoples. It provides opportunities for students to develop an awareness, appreciation of, and respect for the literature of Aboriginal peoples and Torres Strait Islander peoples, including storytelling traditions (oral narrative) as well as contemporary literature. Through respectful engagement with Australian Indigenous peoples, and their knowledge and stories, students develop critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. | | | |

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| Teaching and learning | General capabilities and cross‑curriculum priorities | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_sust | | Opportunities to engage with:  Description: gc_literacyDescription: gc_numeracyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_social  Description: cc_sust | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_sust | | Opportunities to engage with:  Description: gc_literacyDescription: gc_ictDescription: gc_criticalDescription: gc_ethicalDescription: gc_personal_socialDescription: gc_intercultural  Description: cc_sust | | |
| Key to general capabilities and cross-curriculum priorities | Description: gc_literacy Literacy  Description: gc_numeracy Numeracy  Description: gc_ict ICT capability  Description: gc_critical Critical and creative thinking  Description: gc_ethical Ethical behaviour  Description: gc_personal_social Personal and social capability  Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability | | | | | | | | |
| Develop assessment | Assessment  For advice and guidelines on assessment, see [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) | A folio is a targeted selection of evidence of student learning and includes a range of responses to a variety of assessment techniques. A folio is used to make an overall on-balance judgment about student achievement and progress at appropriate points and informs the reporting process. | | | | | | | | |
| Term 1 | | Term 2 | | Term 3 | | Term 4 | | |
| Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | Week | Assessment instrument | |
| 5 | Informative: Discussion (Spoken/signed)  Participate in a discussion to analyse a chosen text, present a point of view and connect ideas to own experiences. | 7–8 | Persuasive and informative: Report (Written)  Create an informative report that evaluates the persuasive features of an informative text. | 5 | Informative: Review (Spoken/signed)  Participate in a discussion to analyse the devices and figurative language in chosen poem. | 5–6 | | Informative: Presentation (Spoken/signed)  Analyse and compare two characters involved in an ethical dilemma. |
| 7–8 | Informative: Review (Multimodal)  Create a review that provides different perspectives about interpersonal relationships and ethical dilemmas within a text. | 9 | Persuasive and informative: Discussion (Spoken/signed)  Participate in a discussion to analyse the persuasive features of a peer’s informative and give feedback. | 6–7 | Imaginative: Performance (Multimodal)  Present an imaginative poetry performance. | 8 | | Imaginative: Narrative (Written)  Create an imaginative narrative that explores an ethical dilemma between two characters, set in the real world or a fantasy world. |
|  |  |  | **NAPLAN** |  |  |  | | The following assessment packages in the QSA Assessment Bank could be used as assessment in this unit:   * *Between the lines* * *Betrayed*. |
| Make judgments and use feedback | Moderation | Teachers co-mark reviews to ensure consistency of judgments. | | Curriculum leaders randomly sample folios to check for teacher consistency of judgments. | | Teachers co-mark performances to ensure consistency of teacher judgments. | | Teachers co-mark narratives to ensure consistency of teacher judgments.  Curriculum leaders randomly sample folios to check for consistency of teacher judgments. | | |

Year 5 English: review for balance and coverage of content descriptions

| Language | 1 | 2 | 3 | 4 |
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| Language variation and change | | | | |
| Understand that the pronunciation, spelling and meanings of words have histories and change over time [(ACELA1500)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1501) | ✓ |  |  |  |
| Understand how to move beyond making bare assertions and take account of differing perspectives and points of view [(ACELA1502)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1502) | ✓ |  |  | ✓ |
| Text structure and organisation | | | | |
| Understand how texts vary in purpose, structure and topic as well as the degree of formality [(ACELA1504)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1505) |  | ✓ |  | ✓ |
| Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns [(ACELA1506)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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, thing or idea [(ACELA1508)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1511) |  | ✓ | ✓ |  |
| Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts [(ACELA1512)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1512) | ✓ |  |  | ✓ |
| Expressing and developing ideas | | | | |
| Understand how to use banks of known words as well as word origins, prefixes, suffixes to learn and spell new words [(ACELA1513)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1513) |  | ✓ | ✓ |  |
| Recognise uncommon plurals, for example ‘foci’ [(ACELA1514)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1514) |  | ✓ | ✓ |  |

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| Literature | 1 | 2 | 3 | 4 |
| Literature and context | | | | |
| Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts [(ACELT1608)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1608) | ✓ | ✓ |  | ✓ |
| Responding to literature | | | | |
| Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others [(ACELT1609)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1609) | ✓ | ✓ |  | ✓ |
| Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences [(ACELT1795)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1610) | ✓ |  | ✓ | ✓ |
| Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes [(ACELT1611)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1612) | ✓ |  | ✓ | ✓ |
| Create literary texts that experiment with structures, ideas and stylistic features of selected authors [(ACELT1798)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1798) |  |  | ✓ | ✓ |

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| Literacy | 1 | 2 | 3 | 4 |
| 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1796) | ✓ | ✓ | ✓ |  |
| Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements [(ACELY1700)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1701) | ✓ | ✓ | ✓ | ✓ |
| Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning [(ACELY1702)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1702) | ✓ | ✓ | ✓ | ✓ |
| Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources [(ACELY1703)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1704) | ✓ | ✓ | ✓ | ✓ |
| Reread and edit student's own and others’ work using agreed criteria for text structures and language features [(ACELY1705)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1705) | ✓ | ✓ | ✓ | ✓ |
| Develop a handwriting style that is becoming legible, fluent and automatic [(ACELY1706)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1707) | ✓ | ✓ | ✓ | ✓ |

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: English for Foundation–10*, <www.australiancurriculum.edu.au/English/Curriculum/F-10>.